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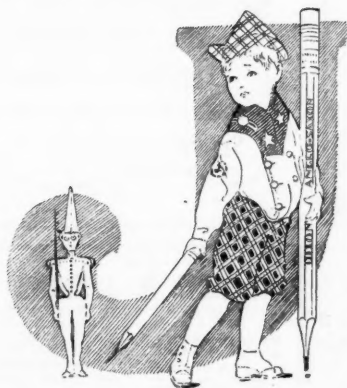
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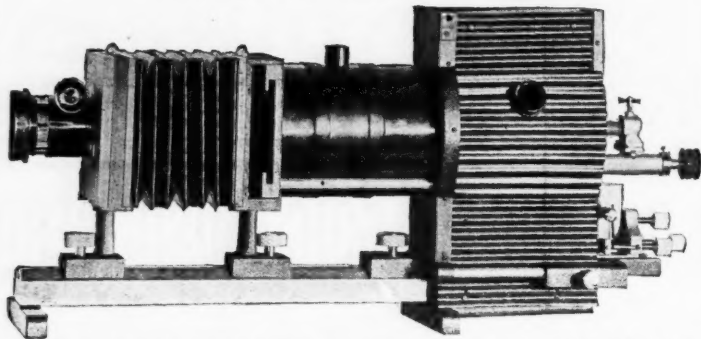


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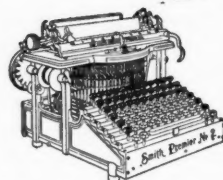
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THE SCHOOL JOURNAL

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Vol LXXIV.

For the Week Ending January 19, 1907

No. 8

OSSIAN LANG, Editor.

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The American Idea: Free Text-Books.

There are still to be found school systems which adhere to the wholly un-American idea of supplying free text-books to "indigents." Our country stands for free education. If books are needed to supply that education those books must be furnished, free. There is no more reason for asking children to purchase books than there is for requiring them to share the expense for the salaries of teachers, principals, supervisors, etc. The American idea is to make education as free as it can possibly be made.

We want to give the young a fair start in life. Education is the alkali by which we hope to neutralize as much as possible the acids injected into the lives of many children by a deficient social system. Every educated individual, moreover, is a distinct addition to the wealth of a state. Education is the armor without which individuals and nations must fail in the battle of civilizations. The more universal education is in a country, the better for that country in the competitive life of the world. The country being made up of individuals, we may declare with equal assurance that every increase of individual education redounds to the glory of the country as a whole.

The people who have no children share in the wealth that is produced by the militant education of the children of other people. The least these non-contributors can do is to participate to the fullest degree in the extension of educational facilities.

There is no danger of making education "cheap." The spirit of this objection, usually raised by people who want to give their stinginess the appearance of a philosophical interest in the moral welfare of the world, is emphatically disproved by facts. There is no danger of ever making education too free. Pessimists may argue that education is robbing the world of good manual laborers. Their plaint proves simply that they do not know the modern meaning of education. We do not make poor musicians of people who might have become excellent cobblers by making musical education free. We do want to be able to make sure of the development of musical geniuses when we discover them, by reducing material obstructions to a minimum.

Paternalistic fears as to the outcome of liberal provisions for education seem to presuppose a human being to be a clock, which, after it is wound up by educators, is bound to run the rest of its life in a certain way, either poorly or well, but in one fixed

direction only. After school days the world takes the individual in hand. Education seeks to avert the results of the rougher pedagogy of the world by supplying that which will enable an individual to find the shortest route to his best place in life, and to do his best work in that place.

School systems which require children to pay for books and other materials that may be needed are probably not yet aware of their divergence from the American principle of universal education. Otherwise they would not adhere to their illiberal attitude.



Brava, Illinois!

The Illinois State Teachers' Association has well earned its reputation, that it "does things." Among the resolutions adopted at its recent convention were three particularly good ones. The most important one reads as follows:

Resolved, That we request Governor Deneen to make effective his very practical and businesslike suggestion that the next general assembly be requested to authorize the appointment of a commission to visit the best schools and study the school systems of this and other countries for the purpose of gathering and reporting to the forty-sixth general assembly (1909) all the data necessary for an intelligent reorganization of the entire public school system, which shall result in placing it on the plane of the best in the world for simplicity, adaptation, and efficiency.

This is a splendid move. If Illinois acts on this proposition she will add one more pioneer step to her great educational record.

Another recommendation that might well be adopted by every State which has its own University, is that the University of Illinois be asked to establish a practice school for the training of high school teachers.

And still another sensible departure! A committee of six has been appointed to confer with the Women's Christian Temperance Union relative to a change in the law providing for the teaching of the effects of alcohol and narcotics in the schools. In other States the need of such a change is no less keenly felt than in Illinois. But usually the teachers do not go at it as wisely as those of Illinois.

It is just such work as has been done in Illinois that will make State Teachers' Associations worth something, to the teachers as well as to the commonwealth.

Colleges and Training Schools.

Mayor McClellan has issued a vigorous message proposing various reforms in the municipal administration of New York City. His interest in the schools has not suffered any diminution. He praises the Board of Education for its efforts to solve the difficult problem of how to provide for all children who seek admission to the common schools. There are still too many children on part time. The Mayor says that he is "unalterably opposed to economy in connection with the needed school facilities." He wants buildings and sittings sufficient to house properly the whole school population.

One aggressive proposition in the message refers to the relation of the City Normal College and the Training School for Teachers. Mr. McClellan is of the opinion that these two institutions "simply duplicate each other's work," and so he recommends "urgently" that the two be consolidated at the earliest possible date. "Their fusion," he concludes, "will do away with existing confusion and result in a saving of money to the city."

We cannot much blame Mr. McClellan for regarding the Training School as a duplication of the Normal College. Both institutions are professedly preparing teachers for service in the New York City schools. Nevertheless consolidation would be an unwise move. The city furnishes a complete collegiate education for young men, in the City College. The logic that maintains that institution demands equal privileges for the young women. The present Normal College should develop into a women's college rather than set before itself the training of teachers as the sum of its purposes.

An ideal solution of the present complexity would seem to be to continue the Teachers' Training School, now that it is established, as the official seminary for the preparation of teachers. Two years of collegiate work at either the City College or the Normal College, or an equivalent, should be insisted upon as an entrance requirement. By this plan the three institutions would exist side by side, without interfering with each others' special purposes. There would be neither duplication, confusion, nor waste of the city's money. Moreover, such a solution would give to New York as complete an organization as the city's greatness demands.

The desirability of special training schools for large cities is often questioned. If the normal schools and normal colleges were purely devoted to the professional preparation of teachers, there might be no need for such a training school, but as long as the normal institutions occupy themselves only partly with professional training and spend the greater portion of their time and strength in scholastic directions, the present plans must continue. New York City has the opportunity to exemplify an ideal solution by letting the two colleges take care of the cultivation of scholarship and general development of young people, and then

charging the Training School with the purely technical work of preparation for teaching.

Arkansas has shaken off its parsimonious past in education, and even the memory of it is fast waning. The next forward step is to be the establishment of a State Normal School for the training of efficient teachers. There is splendid material in the State. Let all unite to convince the Legislature that the normal school is urgently needed.

Last year closed propitiously for three educational institutions. The Philadelphia College of Physicians received a \$100,000 Christmas gift from Andrew Carnegie, on condition that the College raise an equal amount. And of this amount \$80,000 have already been secured. Marquette College, Milwaukee, is to have a new home costing \$110,000, due to the generosity of Mr. and Mrs. Robert A. Johnston, of that city. Northwestern University will receive \$50,000 from William R. Porter.

For Moral Training.

In England, France, Germany, Switzerland, Italy, and the United States there has been a steadily growing impression that the schools are not being as well utilized as they might be for the purpose of moral training and development of citizenship. A conference to consider the matter was held in London last autumn, resulting in the organization of the International Association for Moral Training in the Public Schools.

The American branch has completed its organization by the election of the following executive committee: Nicholas Murray Butler, of Columbia; Edwin A. Alderman, University of Virginia; G. Stanley Hall, Clark University; R. H. Jesse, University of Missouri; Benjamin Ide Wheeler, University of California; H. H. Seeley, Iowa State Normal School; Edwin G. Cooley, Chicago; James N. Greenwood, Kansas City; Andrew S. Draper, Albany, N. Y.; Felix Adler, New York; Clifford Barnes, Chicago. Clifford Barnes, of Chicago, has been chosen to act as secretary and executive officer, and James Speyer, of New York, treasurer.

This year the International Association is to make an effort to collect information as to the best work being done in moral training in the schools of Great Britain, Germany, Switzerland, Italy, America, and Japan. For this purpose several expert commissioners will be sent out. These reports will be published in the autumn of 1907. An international congress is to be held under the auspices of the Association either in New York or London.

Religious Instruction in Public Schools.

Pres. Nicholas Murray Butler, of Columbia University, made a plea before the December meeting of the Church Club of New York for systematic religious instruction of children in the public schools. Dr. Butler's idea was to have the children taught in their own faiths on one afternoon of the week.

President Butler said that there has grown up in the last ten years a vast ignorance of religious matters among college students. It is probable that the Church Club will take up the matter and request those in charge of the public schools to set apart Wednesday afternoon for such instruction

A Practical Civic Problem.

LEWIS W. HINE, Ethical Culture School, New York City.

What Can We Do For Niagara?

This question often comes to every one of us—are we bringing our children into intimate relation with some of the real problems of the day? Public opinion waxes warm over one and another of the phases of political and civic life, and along with these tides of sentiment go opportunities for vitalizing our school work.

A few of our teachers are aware of the continual menace indicated by the attitude of the Power Companies toward the commercialization of Niagara Falls. A special feature of the long contest between those who would have the Falls preserved for educational and esthetic purposes, and those who would turn them over to the Power Companies was the hearing before Secretary Taft at Washington, November 26. Here, the arguments favoring the preservation of the Falls were presented by the President of the American Civic Federation, and these were followed by the demand on the part of the Power Companies for grants for more power. Here, as heretofore, they have tried to show that the amounts of water they want will not interfere with the beauties of Niagara. All the forces that are interested in the use of the Falls for power are confident that by persistent effort they can gradually wear away the opposition and thus secure very handsome profits on their investments.

Here is an opportunity for us to see how much public opinion may be aroused by our pupils and how we may show the authorities, respectfully, of course, the trend of popular feeling. The work may legitimately be a part of history, geography, or civics, or it may be carried on entirely outside of class-time, at recess, and before school.

In our seventh grade work in geography, we found this question the most vital of current events this year. First the members became acquainted with the various aspects of the question as dealt with in newspapers and magazines, and these views were exchanged. Both sides of the matter were presented rather vigorously, and then groups worked out a few of the main points. It was thought of sufficient value to be presented to the other classes at assembly exercises, and so a stereopticon talk was prepared with the following topics:

The Beauties of Niagara.

The Present Issue.

The Power Companies' Answer.

The People's Answer.

The Present Standing of the Question: What Can We Do About It?

Petitions, giving our views, were prepared by the pupils, circulated thruout the school, and sent to Secretary Root, Secretary Taft, and the Prime Minister of Canada, Sir Wilfred Laurier.

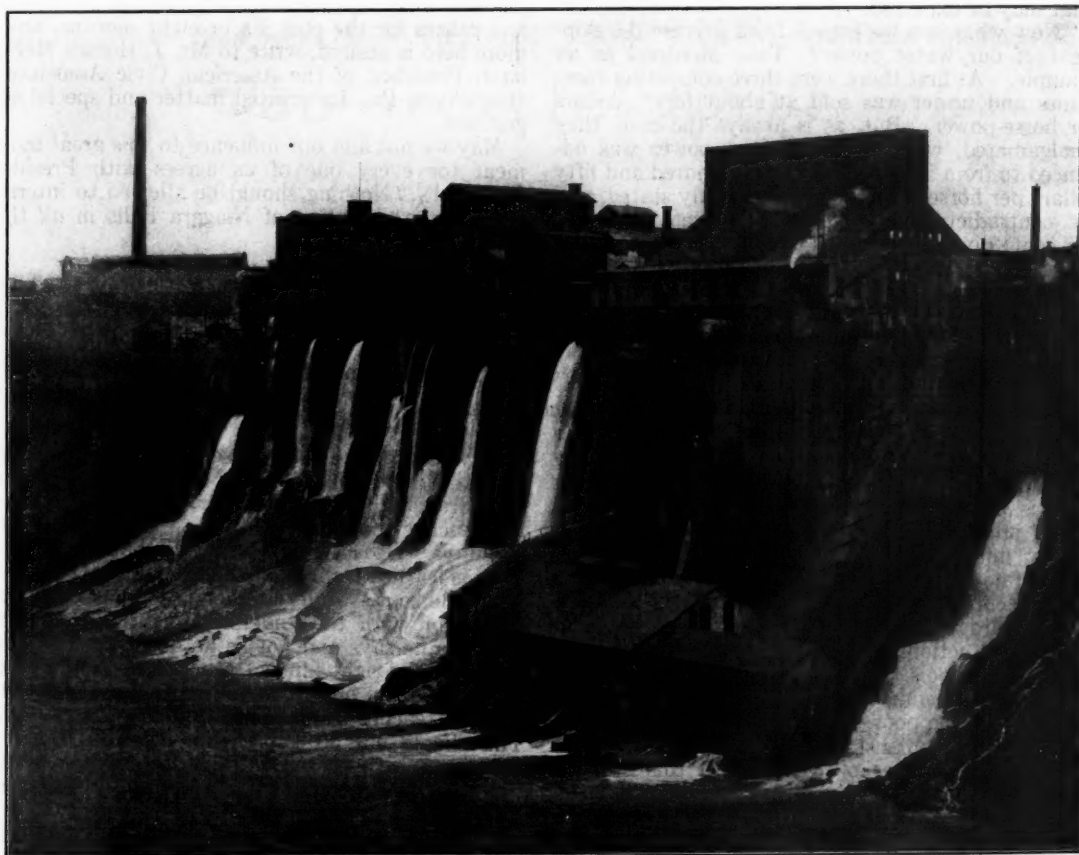
Honorable ELIHU ROOT,†
Secretary of State,
Washington, D. C.

DEAR SIR:

We have been much interested in the study of Niagara Falls, and the question of its use. Finding that so much of its waters are at present being used for commercial purposes, we feel sure this will in time tend to diminish its beauty. The feeling of our class to have the glory of the Falls preserved is very strong, and as representatives of the incoming generation we would therefore respectfully petition you to use your influence with Congress to restrict further invasion of its waters.

Very respectfully yours,

This work did take the time of several lessons and considerable home-work and special work on the



What Commercial Industrialism Would Make of Niagara Falls.

part of several members of the class. From the standpoint of results gained in the physical and industrial geography alone, the time spent was not justified. Some very live problems in mathematics grew out of this. Questions concerning the volume of water passing over in a minute, an hour, etc., the rate of fall, acceleration, force exerted—are a few of the points which were dealt with profitably. Above all there has been the personal feeling of responsibility which these pupils will always have for this national scenic feature and for others as well.

These opportunities are especially valuable in awakening pupils to a national emergency and in fostering civic pride and responsibility. The pupils learn objectively how reforms start and how they are carried on, how public opinion is created and fostered, and they receive civic instruction of the real kind. Much still remains to be done. Let us begin now. A little judicious kindling may awaken a conflagration of civic zeal and every school should contribute its mite. Have debates on the question, let the children write class letters and industrial letters, and circulate petitions among the parents and older friends. Send these petitions to your Congressman, to President Roosevelt, Secretary Root, and Secretary Taft. Keep the fact alive that Niagara must not be used for commercial purposes. Following are a few of the topics to be taken up with the pupils.

Who Benefits by Niagara Power?

Much has been said about the benefits of cheap power at Niagara, but little has been said as to who is to get these benefits. A collateral instance may well be cited. It is an abstract from a paper by Mr. J. W. Lyon, Secretary of the Western Ontario Municipal Niagara Power Union, delivered at Toronto, August 29, 1906. He takes into comparison the recently completed destruction of the beautiful Falls of Montmorency, near Montreal, and tells us what may be expected.

"Now what can we expect from private development of our water power? Take Montreal as an example. At first there were three competing companies and power was sold at about forty dollars per horse-power. But, as is always the case, they amalgamated, with the result that power was advanced to from fifty dollars to one hundred and fifty dollars per horse-power, and it is openly stated, and not contradicted, that they are now paying seven per cent. dividends on \$24,000,000 of capital with

only \$7,000,000 invested. It is simply a question of what traffic will bear. As cheap as coal, or a little cheaper, is their motto. Now, what is electric energy worth under such conditions? It is of little value to the public; nearly all the value belongs to the companies selling the power.

The Only Way to Preserve Niagara.

The only way in which Niagara can be safely held for all the people as a scenic wonder is to sharply limit or altogether protect the use of its water for the production of power. President Roosevelt has twice urged upon Congress his views that Niagara should be preserved in all her glory, and Congress has, in turn, urged upon President Roosevelt the institution of negotiations for the making of a treaty with Great Britain to forever preserve Niagara Falls. Such negotiations have been begun, but they can be of little effect unless the United States shows, by declining to receive from Canada the electricity there produced from water which depletes the Falls, that she really means to place the glories of scenery above the profits of her corporations.

Is America Poor Enough to Give Up Niagara?

If America is rich enough to own the Yellowstone National Park, larger in area than the State of Connecticut, and containing a waterfall twice the height of Niagara, is she not able to own, undamaged by power developments, the far more accessible Niagara Falls?

Central Park, in New York City, is worth at present real estate figures, \$225,000,000. The total capitalization (including both water and money) of the Niagara power enterprises is said to be about \$40,000,000. If New York City alone can afford Central Park for health and pleasure, cannot the whole wealthy United States afford to hold Niagara Falls for glory, health, and investment.

Much help will be found in issues of *The Ladies' Home Journal*, *Outlook*, *World's Work*, *Review of Reviews*, and others for the past six or eight months, and if more help is desired, write to Mr. J. Horace McFarland, President of the American Civic Association, Harrisburg, Pa., for printed matter and special suggestions.

May we not add our influence to this great movement for every one of us agrees with President Roosevelt, "Nothing should be allowed to interfere with the preservation of Niagara Falls in all their beauty and majesty."

Teaching Penmanship.

By HARRY E. HOUSTON, Supervisor of Penmanship, New Haven.

Edited by ALICE E. REYNOLDS.

To help make clear what is meant by teaching penmanship, a few statements seem necessary about what is *not* teaching penmanship. To place copies before pupils and have them write for fifteen or twenty minutes is not teaching. To add to this such admonitions as "Try to make your writing like the copy," "Do better next time," "See how much improvement you can make," does not constitute instruction. This is about all that is done in many schools. A few naturally gifted may become good penmen, but the writing of the vast majority will be poor.

To teach penmanship means simply to apply recognized principles of teaching to this subject. It necessitates, on the part of the teacher, (1) knowledge of the subject; (2) knowing how to instruct; and (3) the securing of proper response from pupils.

By knowledge of the subject is meant, first, the ability to execute good writing; and second, the

ability to separate the essentials from the non-essentials, and to emphasize the former. In reading, drawing, penmanship, or any other subject, the teacher should be able to do what is expected of pupils. *Showing* how is better than *telling* how. More is learned from what the teacher *does* than from what she *says*. Many a teacher conducts the writing lesson with the understanding that pupils are to do as he says and not as he does. Ten minutes a day of the right kind of practice upon the blackboard for from one to three months will enable the average teacher to place good models before pupils. This should not be ignored nor evaded. But supplying good copies will no more insure good writing than placing drawing books before pupils will insure good results in that subject.

Teachers should know the subject so well that they can properly diagnose poor writing, and suggest the remedy. This is necessary in every sub-

ject. In reading, if enunciation is poor, it is noted and the proper drills given, if new words are the stumbling blocks, these receive attention. Any one can detect poor reading or writing, but to know why it is bad and what will remedy the fault is the business of the teacher, and is a large part of good teaching.

The chief practical problem before every teacher, except the teacher of beginners, is not to teach pupils who cannot write, but to improve the writing of those who already know how, but who write poorly. It is necessary to know where and how to attack

made at top, bottom, right, and left. This effect, with a liberal space between letters and words, will cause considerable improvement, as shown by illustrations. Crowding not only makes a poor page effect, but it distorts the letters, frequently making them illegible. Teach by example on the blackboard, by showing model papers, by calling attention to the wide margins in books and to the pleasing effect of picture mountings. If neatness and arrangement are secured, a great deal of poor writing will disappear. (See Fig. 1.)

Teachers should realize that the penmanship will be judged by the general page effect. A superintendent, or any one else, will know from a glance if the writing is good or poor. The exact formation of this or that letter will not be noted, but consciously or unconsciously, the neatness, arrangement, and uniformity will be noticed and will determine whether the writing is good or bad. Teachers are apt to focus attention on non-essentials, and to see, for example, that the lines in *l* intersect either

409768
147890
780416
571733
402168
986587

loans
high
cling
effort

house
count
stream
window

loans
halls
collect

Correct margins and spacing improve all written work.

FIG. 1.

this poor penmanship. Begin by mentioning those general faults which, if corrected, will improve an entire page.

Neatness is a general point that will help make a good page effect. The proper care of ink and pens is essential. Good results cannot be obtained

too high or too low, or to feel distressed because *t* and *d* are (or are not, according to some systems), the same height as *h*, while they entirely ignore the more important general points that make rapid improvement possible.

Script is formed by curved and straight lines, the

Too much curve in
these lines.

Not enough curve in these lines.

FIG. 2.

if the pens are not uniform and of good quality; if the ink wells are not cleaned and replenished occasionally, and if penwipers and blotters are not provided and used. Slovenly, careless writing invariably indicates inattention to the materials. With good materials, properly cared for, the securing of neatness is largely a matter of discipline. Incorrect penholding, such as gripping the pen, causes too much pressure, making heavy, broad lines. Finally, untidy writing should not be accepted. The average class will hand in as poor work as the teacher will accept. They will, on the other hand, respond to a high standard for neatness. As strong a sentiment can and should be created in favor of neat writing as for cleanliness, punctuality, etc. Proper attention to materials and penholding, touching the pen lightly to the paper, and demanding excellence will insure good results.

The arrangement or placing of writing properly by means of margins and spacing is another important point. In all written work margins should be

former predominating. The amount of curve in the line is what determines the style of writing. An excessive amount of curve produces a coarse, ungainly effect; while too little curve makes angular, illegible letters. (See Fig. 2.)

The pen should take a very direct, straightforward course, curving some of the lines just enough to make the letters legible. Where vertical writing is practiced with poor position and excessive amount of finger action, there is apt to be too great an amount of curve in the lines. If the arms are spread out on the desk with elbows pushed far from the body and the hand turned on the side, it is nearly impossible for the pen to travel by this indirect route. Correct such penholding and position and present the reason with earnestness and enthusiasm. If this fault of too much curve is prevalent, show how much time would be wasted in coming to school by a route as crooked and out of the way as that taken by the pen.

If considerable slant has been taught, the poor

writing will be angular and illegible. Show how this can be remedied by curving some of the lines. The matter of a proper amount of curve should be presented frequently. Have pupils compare their writing with the models; have each child ascertain which fault is prevalent in his, and apply the remedy. This affects all the letters, and will greatly improve the page effect. (See Fig. 3.)

A few other general points requiring attention are size, slant, spacing, and relative height and width of letters. If the writing is too large or too small, if the letters are too broad or too narrow, too close or too far apart, the work will not present a pleasing effect nor the maximum of legibility.

It should be kept in mind that telling pupils their faults is not teaching penmanship. To move about the room, telling one that the letters are too broad and another that the spacing is wrong is practically useless. They should be shown in a very definite way how to overcome the difficulties. If, for example, the joinings between letters are too narrow, show on the blackboard that the down strokes should not be brought direct to the base line, but that by turning a little above this line a broader, curved joining can be made. Suppose the letters are too broad. It is useless to mention this without showing how to make narrower forms. In the word

land

FIG. 3.

"land" the letters are too broad. Show on the blackboard that the lines at the top of *a*, *n*, and *d* are carried over too far to the right. Note the difference when these lines are carried only one-half so far, as shown by the dotted lines. Broader or narrower letters can be made at the first trial after such instruction. If the letters are too close or too far apart, how much response would follow mere mention of the fault? It is safe to say none at all, if no help has been given. If spacing is too close, the lines connecting the letters should be made more slanting. Any amount of space can be made



Correct Position.

by changing the direction of these connecting strokes. These few examples have been given to illustrate what is meant by effectual instruction and to make it clear that the teacher's crayon should be used

frequently to show in a definite way how to make the desired changes.

The writing lesson should be a time for study and comparison as well as practice, a time to get definite ideas about what to do and how to proceed.



Incorrect Position.
Free Writing Impossible.

It is a time to learn how to prepare the regular written exercises. The copies, therefore, should be practical, consisting of words, sentences, paragraphs, letters, and friendly notes, spelling lessons, arithmetic work, and in fact any other lesson that is not properly written.

The lesson should be begun in a systematic manner. If the materials are passed with more or less confusion, if the inkwells are opened in a haphazard manner, if pens are plunged into ink and if the blotters are marked over and bespattered, a prediction of poor results can be made that further investigation will substantiate.

The teacher should write the copy on the blackboard, standing to one side so as not to obstruct the view of the class. Talk about the difficult letters or combinations as they are made. Emphasize the most important general points. Have the class write a line or two, then stop to compare with copy. Help them to see what is wrong by asking such questions as "Is your writing too large or too small?" "Are the letters too broad or too narrow?" etc., etc. Do not waste time by simply asking pupils to find something wrong with their writing. They may find that *i* is not dotted high enough, or that *t* is not crossed properly, or any number of other non-essential points. The teacher should direct them, by proper questions, to important points that need attention, should show how to make the corrections, and then have them proceed with the practice. By this method each pupil, who is a poor writer, can have something definite and important in mind which he is to do, and can know precisely how to proceed. If the class is conducted properly, an immediate and decided change for the better can be made. Too often a class will write and write, trying hard, it may be, to improve, but with no clear idea of what to do or how to do it. Such work is frequently worse than no practice at all, as it simply confirms the incorrect habits. Many teachers proceed with the writing as a physician would if he were to give medicine before diagnosing the case. Under this plan it is not surprising that writing becomes poorer toward the bottom of the page or that it deteriorates from grade to grade.

Keep in mind the three necessary steps,—namely, knowing what to emphasize, knowing how to instruct, and knowing what to expect from pupils. Many teachers fail on this latter point. The difference between a good and a poor teacher is very often gauged not so much by the instruction given as by what the pupils give back. The responsi-

bility of teachers does not end after giving certain directions. It is not uncommon to hear teachers who are getting poor results say, "I've spoken to them about these things," little realizing that they are convicting themselves of being poor teachers. A class that has been told many things, but has made little or no response, is in worse condition than one not told at all. Of course, it is not such an important matter that this or that change is not made in the writing, but it is vitally important that a class forms the habit of responding. Make them feel ashamed to have lesson after lesson pass, all showing the same faults. Make them feel that they come to school to conquer difficulties and make progress. Have them realize that their hands are their servants and will carry out the directions of the mind. To see that lines in the copy are made in a given direction and then to allow the pen to move in a radically different direction, saying that it cannot be remedied, is absolutely untrue. Radical changes, if necessary, can be made in a short time. The work may be crude and slow at first, but practice will smooth out the rough places and make rapidity possible.

There is no reason why the general points referred to cannot be made approximately correct in any of the grades. As pupils advance from grade to grade, there should be more accuracy and smoothness and less of conscious effort. In time the mind can be relieved of directing the hand, the writing movements becoming automatic.

Unfortunately, when vertical writing was introduced, the idea became prevalent that by adopting this or that system pupils would naturally sit erect, hold the pen properly, and write well. Poor results can be attributed, in a large measure, to this fallacious idea. Handwriting is not acquired naturally, or instinctively. It must be taught. A revival is needed in teaching penholding, position, and movement.

In the primary grades, excellent papers can be produced with the hands, arms, and paper in the worst possible position. This is because the writing can be done slowly and is merely drawing. This good appearance cannot be maintained in the grammar grades, where rapidity is demanded. Good position, penholding, and movement are all necessary to produce both legibility and rapidity. Where

incorrect habits are formed in primary grades, the difficulty of changing in the grammar grades is so great that the average school will fail to graduate good penmen. It would be better to sacrifice a little of the accuracy during the first years of practice in order to secure better results in penholding and position.

The great amount of written work required in all the grades makes it difficult to prevent good penmanship from deteriorating. This written work wears out the writing. The average child in school whose handwriting is not formed, writes more than the average adult. The pernicious practice of giving copying for additional practice, or just to keep pupils busy, should be stopped. It is neither good for the pupils nor for their writing. In the best schools it has been stopped, more profitable kinds of "seat work" having been substituted. In such schools handwriting is not needed during the first year and but very little during the second. This makes it possible to give writing lessons without having the results nullified by the written work referred to. It makes it possible to teach beginners in a more rational manner, namely, by having large writing on the blackboard, followed by work on unruled paper with wax crayon or soft pencils.

Preserve specimens so as to compare and note improvement. Display the best work and specimens showing progress. This latter encourages the poor writers. Put compositions or other written work into the form of booklets, designing suitable covers. This frequently causes pupils to ask for the privilege of practicing before or after school in order to make their work fit to put into book form. Exchange letters with other schools. Be in earnest, and other means of arousing interest and enthusiasm will suggest themselves.

Summarizing the above, teachers should learn to write well on the blackboard, should teach by showing instead of telling, should emphasize essentials that have a direct bearing on a good page effect, should give attention to the materials and conduct the writing lesson in a systematic manner. Penholding, position, and movement should receive more attention. Copying or writing for "busy work" should be discontinued. Large free writing should be given beginners. Interest and enthusiasm should be aroused and a sentiment created in favor of neat, careful work.

The Social Contribution of Supplemental Education.

By WALTER M. WOOD, Manager of Institutional Work, Y. M. C. A., of Chicago.

[Paper read before the Social Education Congress, Boston.]

There is no finer alchemy than that which transmutes intellectual and spiritual values into the concrete successes of a useful life.

A true educator is not content with the mere unfolding of knowledge, or even with the development of individual power, but demands in addition to these a right attitude toward the practical problems of personal living and human relationships. This attitude must be one of wholesome interest, and unstinted self-investment in the enterprises that make for progress.

Learning, like faith, without works, is dead. It is also true that attempted works without learning are inefficient. We therefore face in a Congress like this the double privilege of calling the learned and the learning to worthy tasks of more than selfish benefit, and of magnifying the educational processes by which their best performance may be insured.

The social contribution of supplemental educa-

tion exists in the transformation of one's increasing knowledge, appreciation, and skill into increasing life-living capacity and the rendering of more and better service as a community factor.

To more clearly state the problem it may be well to define Supplemental Education, a term which until recently has had a varied and vague educational suggestion. The whole field of education may be divided into three divisions as follows:

First: Fundamental Education—preparing one by general or professional training for entrance upon his life work. This service is the peculiar work of the schools proper, and is intended to serve those who are of the professionally student class.

Second: Incidental Education—or that which one acquires as he meets the problems and performs the duties of his daily life and work.

Third: Supplemental Education—or that which gives one in the midst of his life activities that which he has failed to get in the schools, and is now fail-

ing to get in active life. This supplemental education is the peculiar work of educational movements other than the schools proper, and serves most largely those who are engaged more in other things than in study. Supplemental education is not a diluted imitation of fundamental, nor a substitute for incidental education, but is a means of educational help to those who are under the stress of age and working conditions unfavorable to the most efficient intellectual life. In short, it gives the individual of the non-school population that educational help which from a practical life standpoint he needs most, next.

Supplemental educational effort finds expression in varied agencies, such as the following: Reading rooms, publications, museum exhibits, libraries, reading courses, instruction by correspondence, directed conversations or practical talks, educational lectures, educational clubs, tutoring, and educational classes, the variety being necessitated by the different needs and educational inclinations of the individuals served. Such work is intended to cover educational delinquencies, to arouse dormant minds, to cultivate sound mental habits, to increase working efficiencies and to keep awake and put to use trained intellects.

The key principle underlying it all, in the choice of subject matter, in the method of instruction, and in the conditions under which the instruction is given is *adaptation to the individual case in hand* rather than attempted imitation, or rigid requirement of traditional forms and methods sometimes miscalled standard.

Certain educational characteristics of such work are of interest. It deals with two distinct classes of people: (a) Students proper, constituting the small minority who seek with definite student purpose a general education; (b) non-students, constituting the great majority, who seek by adapted instruction educational help in the solution of some present problem or fitting for some special service. The work is elective to a maximum degree, and is adapted to meet individual and special needs without unnecessarily breaking from recognized educational standards and methods. It is conducted in small and varied units so scheduled that sequential arrangement in courses is possible when desired. It is made to glow with the recreative element in both subject matter and treatment. It aims in its more elementary forms at suggestion and inspiration rather than thoro training. It seeks to increase the life-giving capacity rather than the scholastic ability of the student.

The desirable locations for such work are in the natural assembling places of working people, especially during their leisure hours, as largely as possible making the educational effort in which they participate a natural adjunct to their every-day life, instead of making it a separate and distinct enterprise. This consideration causes the placing of libraries, reading rooms, talks, lectures, and even club and class-work in stores, factories, athletic, social, and religious centers, instead of congesting all these features in distinct places set apart in the community as strictly educational centers. Advantage is also gained by offering the educational features in connection with other privileges, physical or social, the continued interest of many people being dependent upon identification with an associated group of varied privileges, offering not only self-improvement, but recreation. This combination of educational opportunities with other privileges also serves another purpose in the reducing of embarrassment which many feel at having to be instructed after passing the usual school age. Because of the extreme self-consciousness of the mature non-school class when endeavoring to make up their deficiencies or working on unusual lines

of effort, there arises the necessity for careful shaping of administrative plans to avoid in advertising, reports and current conduct of the work, making the party conspicuous as a delinquent or as a belated or emergency student.

Some of the notable types of supplemental educational movements are to be found in the continuation, or supplementary schools of Germany, the Polytechnic Institute in London, and in America, aside from public libraries, night schools, and lecture courses under municipal direction, the Chautauqua movement, university extension, vacation schools, certain of the correspondence schools, special schools of instruction allied with commercial and industrial concerns, and the educational departments of institutional churches, social settlements, and of the Young Men's Christian Associations. Probably the most comprehensive single movement of the distinctly supplemental educational type has been developed in connection with the Young Men's and Young Women's Christian Associations in North America, whose records for the year 1905-06, after a little more than a decade of systematic promotion, show, exclusive of religious and Bible study, lectures, clubs, and classes, the conduct in 726 different Associations of 701 reading rooms, with 33,391 periodicals; 555 libraries, with 580,774 volumes; 4,949 educational lectures and talks; 599 educational clubs, and 401 groups of educational classes in a very wide range of subjects, enrolling 36,293 different men, taught by 1,827 employed teachers.

From this description of supplemental education it is evident that it serves with continuing means of educational help the great non-school ninety-five per cent. It is also evident that this type of education bears a peculiarly close relation to the activities of the daily life of working people. The suggestion, advice, or training of to-day or to-night show in the work of to-morrow with an immediateness and fruitfulness not discernible in other forms of education. It is worthy of note also that contrary to the popular impression, supplemental educational agencies, such as evening classes, are highly efficient. Some careful tests made under my own supervision revealed the fact that young men from fifteen to forty years of age accomplished in evening classes from fifty to seventy-five per cent. more per hour, even in academic subjects, than students in high and college preparatory schools pursuing the same courses of study under the same teachers. The reasons appeared to be—first, the evening students were more mature; second, they had a more intense purpose; third, they had established the habit in connection with other daily work of bringing things to pass; and fourth, and not least, they were not surfeited with educational stimulus without adequate means of practical application of what they were learning. It is therefore to be remembered that not only does supplemental education make a contribution to social usefulness, but that the reverse is true, that active social usefulness intensifies the values of any supplemental educational process.

Another illustration of large life dividends coming from a comparatively small educational investment has been forced upon my attention in connection with fifteen-minute educational talks which I have conducted in some shops and factories for several years past at the noon hour. One foreman, in answering an official inquiry made by the manager of the concern as to the practical value of such talks, reported: "I must admit that twenty-five per cent. of the employes have shown a marked improvement and I really believe the noon-day talks are responsible for this."

A further appreciation of the value of such an unconventional educational feature as these noon

talks is indicated in a published statement by the general manager of a concern employing over 8,000 people, as follows: "These talks thruout the whole series have succeeded in securing, sustaining, and increasing the interested attention of hundreds of people who have attended. The thought which runs thru the whole series is the inspiration of higher ideals and the arousing of the individual to the personal consideration of questions which concern him in his own welfare and in his relations with his fellow beings. The principle involved is that of presenting new thoughts to the thinker, or awakening the unthinking one to something that is really worth while. These talks arouse the listener to enter upon new subjects of conversation, and plant seeds of earnest self-helpfulness that will grow, even tho they fall sometimes on poor soil."

My own testimony coincides with that of others who have given the talks, that the college, the pulpit, and the lyceum platform furnishes no more attentive and appreciative audiences, nor any more worth talking to, for they come for advice, and use it when they get it.

Recognizing that Supplemental Education is a distinctive type of educational effort, that it is capable of winning the appreciation and enlistment of large numbers in its activities, and that it may be highly efficient both from an educational and life standpoint, let us now inquire into the specific forms of its social helpfulness.

Self-Recovery.

Among the tragedies of life few are more pathetic than that of the man who staggers when he comes face to face with the ultimate limitation of his service and success because of lack of education. Thereafter, every call to larger duties is a taunt, and every opportunity is an emergency. To furnish to the educationally unprepared and the emergency-stricken the necessary margin for self-recovery is one of the most important contributions of supplemental education. To such the evening schools, the educational lecture course, correspondence instruction, the reading course, and the library are indispensable.

Another class of unfortunates who need a help which the schools proper cannot usually render is the great company of those who suffer the slavery of a misfit occupation. Thoughtlessly, or under the pressure of economic necessity, they have undertaken a line of life work, the first or best paying that opened, without regard to whether it was the life work for them. Now they go daily to the task which does not appeal to their best selves, and for which they have no special personal qualifications, rapidly becoming as dumb cattle driven to the tread mill of the world's work. They cannot stop work and go back to school to prepare for a change of vocation—they and their families stand in immediate need of the weekly wage. The only hope for relief from bondage lies in the supplemental educational agencies thru which the limited and irregular leisure hours of the worker may be converted into preparation for a wise and efficient change of employment. This redemption of the misused to an increased dignity and effectiveness of life is a distinct contribution to the social capital of any community.

Efficiency.

But the betterment of the worker may come even more often by increase of efficiency in the line of his present work than by change of employment, and here again the leisure hour educational opportunity for the non-school student is an essential aid. It is worth while to give him the proper instruction, as a supplement to his daily experience in his present position, in order that he may be master of his work and constantly growing larger than the task he has in hand. His eyes are always open to

larger opportunities for usefulness, his mind and hand are both ready to meet more difficult requirements. The apprentice, thru his supplemental studies, coupled with experience, becomes the master workman, the clerk becomes the manager, and the ordinary man becomes the man of affairs.

The reduced general training of apprentices and the extreme specialization of labor, particularly in industrial lines, have forced the worker to simply fill a narrow niche as long as some one else wanted him there, or to seek the educational aid of agencies detached from his work to fit him for moving on to the next higher position. In addition to the thorough professional engineering education of our splendid schools of technology, there are needed varied, simple, and accessible means for the industrial education of the mechanic.

America must yet learn the art on which Europe now reaps such large dividends—the supplemental education of its working people, but from recent tendencies I am led to believe the time is not far distant when educational emphasis in this country will not be on classical and professional training for the few, but upon supplemental industrial training for the many.

Such supplemental instruction as trues up the worker's daily experience and adds to his personal equipment, such things as increase his efficiency in his present or next larger position, enlarges not alone his economic contribution to the community's business interests, but enhances his personal values as a citizen, making a work-man of him instead of a mere laborer. He lives better, he thinks more largely, and enjoys that sense of personal independence which is essential to good American citizenship.

Prolonged Usefulness.

In judging values, both the per cent. and the period of efficiency must be taken into account. It is an unfortunate fact that many a man highly efficient and a valuable community factor, for a while soon becomes justly subject to discount because of a premature crystallization of interests, an undue narrowing of activities, and an increasing inability to adjust himself to new and changing conditions and requirements.

Having ceased to grow thru failure to continue his educational development, he becomes a hold-over relic of the past, to be displaced ere long by those who have continued to live intellectually as well as physically.

There is no better safeguard against getting out of date and losing the power to fit into new tasks and relations than the persistent use of the means of supplemental education as an antidote for unfortunate experience and an "elixir" of usefulness.

No one will question that the devotion of some of the leisure hours of the worker to educational pursuits, in reading, club work, and systematic study, not entirely robbed of their recreative value, will prolong the period of his flexibility of adjustment to new requirements, by keeping him open-minded and ready-handed.

It should be remembered that every day supplemental educational effort can thus hold off from a man the paralysis of fixity there is a clear contribution to the personal life of the man himself, and to the social and economic values of the community life.

Culture.

A man's value as a member of a family, as a neighbor, or as a citizen, is not measured solely by his power to produce material wealth, but also by his breadth of interests, his wealth of appreciations, and the cultural overflow of his personal life.

The cultured man is one who possesses and produces enough, physically, intellectually, spiritually,

and socially, to meet the requirements of his own needs and *then some more*; or stated differently, culture may be defined in terms of *surplusage*.

While supplemental educational effort must be directed first to bringing men and women up to the full meeting of natural requirements made of them, there is justification and demand that it shall go further, enriching their lives till their interests shall be wider than the confines of their daily tasks, till their sympathies shall outreach their private fellowships and concerns, and till they may have a surplus of power above personal needs for intelligent and hearty investment in benevolent enterprises.

Supplemental education, as it parallels one's life work, stands not alone for "first aid" to the ignorant and for increase of wages, but as well for increase of culture.

Our current publications, libraries, lecture courses, educational clubs, and agencies for supplemental instruction are some of the community's most valuable assets from the standpoint of the cultural inspiration and equipment which they give the masses. Their service in this particular, already great, should steadily become less and less accidental or incidental and more and more purposed and effective.

Democracy of Learning.

The basic instruction principle in supplemental education is not the teaching of the professional student by the professional teacher, but the enlistment of those of special training and experience in the non-professional leadership of the oftentimes unconventional educational activities among those less privileged.

This calls to intellectual action not only the one who needs educational help and guidance but also the one who can give it. One party grows by being taught and led, the other by teaching and leading, thus nearly doubling the usual educational output of a single unit work.

If those who have enjoyed the privileges of a liberal education and a valuable experience will

initiate or use opportunities for leadership in supplemental forms of education, they will find for themselves a sure preventive of intellectual dry rot, and at the same time by making their special knowledge the common possession of others will do much toward the establishment of the democracy of learning. Again, if those who have enjoyed but limited educational privileges will organize and participate in forms of supplemental education adapted to their particular needs and conditions; they will find themselves mutually helpful, and may narrow the gap between those who have learned and those who need to learn, by inviting and welcoming the leadership and fellowship of those who have had advanced privileges.

For thus mingling in natural groupings the educationally advantaged and the educationally handicapped, supplemental educational forms afford unique facilities.

In a Christian Republic no man has a right to separate himself from his fellows because of either his ignorance or his learning, but should seek educational fellowship with them either thru the formal agency of the schools, or thru those *extra-school* or supplemental agencies which later constitute a welcome complement to the work-a-day life.

May I again remind you of the unique and distinctive character of this work, of its intensely practical social and economic values, and may I bespeak for the intellectual interests of the out-of-school population, the sympathetic promotion of supplemental education by employers, philanthropists, and that noble company of teachers who have brought success to the schools of our country.

To give one, nearly worsted by personal limitations and emergencies, the margin for self-recovery; to increase one's efficiency in present work, and prepare him for the larger place ahead; to prolong the period of one's usefulness; to develop in one the culture that makes for an overflowing personality and to increase among the people the democracy of learning, is to realize some of the most worthy social contributions of Supplemental Education.

The Juvenile Court.

By JUDGE BEN B. LINDSEY OF Denver, Colorado.

Address to the General Federation of Women's Clubs.

(From *The Federation Bulletin*.)

In the first place I should be false to my feelings if I did not acknowledge the great work for childhood that has been done and is being done all over this nation by that great organization which you represent.

I have been in almost every city in this country in the last six years, and, my friends, it was not the politicians, it was not the busy business men, who were agitating legislation for the benefit of children. These were not the ones who were heeding the cry of the children; but everywhere I went I found it was the members of the women's clubs who were pushing the cause of childhood all over this country. And I feel again that I should be false to my feelings if I did not acknowledge the debt of gratitude that I personally feel, as well as that felt by the children of the country, to the women's clubs.

Some years ago there was an agitation in my own State for more enlightened laws—child labor laws, juvenile, dependent, and delinquent laws—and we awakened to the fact that this cry over the country of delinquent children, was more or less a misnomer. There came home to us much stronger, that other cry of the bad, delinquent parents, delinquent parenthood, delinquent Statehood, delin-

quent officials called upon to enforce the law; and we secured in Colorado, thru the effort and the help of the good women, those members of the clubs, what is known as the adult delinquent law, defining contributory delinquency which might be committed by men and women.

We would not have the juvenile delinquent law on the statute books to-day, and I would not be the judge of the Juvenile Court to-day, if it were not for the fact that the women vote in Denver.

I sent a man to jail a few weeks ago for letting a girl come in a wine-room. I sent a man to jail, and any number of them in the last year—for selling liquor to boys? No, but for letting boys come in a saloon. That is all. I sent a father to jail for sending his boy to a saloon, and any number of men have been fined and sent to jail for selling a boy a nickel's worth of cigarettes. I say I did it. No, I did not. The judge of the Juvenile Court of Denver did it by virtue of the power vested in him, and that power put into his hands by the women of Denver.

I think a good many people may misunderstand the Juvenile Court, and then there are enthusiastic advocates who are disposed to magnify its impor-

tance, just as there are others who minimize its possibilities.

The Juvenile Court is not entirely new. The great principle in law back of it is the principle of probation. The Eastern States were way ahead of the Western States in Juvenile Court legislation for years and years, in that they applied the principle of probation to offenders in all the Eastern States. Massachusetts gave us nine-tenths of the Juvenile Court as adopted in Illinois, and literally in some of the other Western States. That was simply the principle of probation, that scheme by which the little offender is permitted to join hands with the State and redeem himself.

In 1899 Illinois passed what was known as the Juvenile Court Law. It simply takes from Massachusetts that great principle of probation, and applies it to the children offenders—a thing that Illinois had not done before—and designates for convenience the court in which the child is tried as the Juvenile Court.

The same year, 1899, the State of Colorado added to the law now known as the juvenile law the first new principle embodied in that law, when it declared that any child between the ages of eight and sixteen, coming under the school law, guilty of immoral conduct, wandering on the streets in the nighttime, should be termed a disorderly person. The juvenile law of Illinois defined the same child substantially as a delinquent person, but it used the usual term that the court could be called the Juvenile Court. In Colorado it was still called the County Court. Now that was the second principle of the Juvenile Court. It simply enabled the State to correct the child without charging it with crime, and that was an important advance.

We say that the child is not a criminal. He may be a criminal. He does a bad thing, but he is not inherently bad.

The next principle involved in the Juvenile Court was first adopted in the State of Colorado, and we say it with some pride because we feel that it is, after all, the most important principle involved in the Juvenile Court. In brief, it declares that all citizens are legally responsible for the moral welfare of children. My friends, did it ever occur to you that up to the time this law was adopted in Colorado, in every State in this Union there were laws upon the statute books making fathers and mothers legally responsible for the physical welfare of the child, but there never was a line, so far as I know, that directly and positively made them equally responsible for the moral welfare of the child.

The fourth principle involved in the Juvenile Court is a combination of all the laws for the protection of children, to be enforced in one court, before one judge and one set of officials, having complete and unlimited jurisdiction. These laws in Colorado are, and in Illinois with one or two differences which I shall explain, the compulsory school law, which requires that all children be in school between the age of eight and sixteen for the entire school year, unless they have finished the eighth grade and are prepared for high school. The child labor law, which forbids children working in certain occupations up to sixteen and after fourteen, permits certain exemptions within the discretion of the Juvenile Court. Third, the Juvenile Court delinquent law, which defines delinquency, and in Colorado includes a broader definition, I believe, than until recently was adopted in any other State. A delinquent child is defined as any one who violates the law of the State, but it goes further and declares that the delinquent is any one who enters the saloon, who is out on the street at night, who visits, patronizes, or merely enters any disreputable resort.

This was a long step in advance. The third feature, and the most important, in my judgment, in many respects, so far as the child is concerned, is that system of character building thru personal work with the child, in which we bring to bear in the life of the little offender those divine qualities, patience, sympathy, love, kindness, and yet with all, firmness that commands respect, and love that does not produce hate.

In the last two or three years the adult delinquent law has been adopted in a number of States—Illinois, Indiana, Kansas, Nebraska, New Jersey, New York—and, indeed, the general principles of the juvenile law have spread more over this country in the last five years than any new thing in jurisprudence in the same length of time in the history of this country.

Now we count more on the five principles in dealing with the child than on the three principles in dealing with the home. I remember in my early experience I used to visit the jails and the homes and the neighborhood, and there I learned more things than I ever learned in books. I remember the case of a little boy who was charged with robbery. I picked up the paper one morning. It said in big letters, "Boy Bandit Caught." It seemed a strange thing. I found out that the leader lived in a certain bad neighborhood. I had been into that neighborhood. I had been into the saloon. I had stood in that saloon for hours at different times. I saw the children coming there with their buckets and pails for beer, and I have seen men half drunk in that neighborhood in the barrooms talking to the bar-keeper in the vilest way, and the little boys and girls standing with open mouth and eyes, listening to what was said.

How did that little boy become a thief? When he was seven years old, his father sent him to that saloon. There little Christopher saw men do things that men should not do. In the old days, when I read that newspaper, there was nothing for the boy except to throw him into jail, because his parents were poor and could not pay the fine, and that was generally the result.

We began at the wrong end: we dealt rather with the thing the child did. That is the mistake we made. We have now turned right about face under these new laws, and we deal with the little child, and not with the thing he did. But you cannot deal with the little child unless you deal with his home, his neighborhood, and men and women.

Sometimes we have a "snitching bee" in the Juvenile Court chambers. I do not know whether you know what that is. I will tell you what it is. You know one boy does not like to tell on another, and they are right about that. I never permit them to do that. In the old days the policeman would bring him in and ask, "How many kids were in this?" Of course, the boy would tell thru fright and fear, but it violated his sense of honor. He was degraded. And, if he went back to the gang, it was, "You ought to have your face smashed." We were violating the child's law in order to enforce ours. You have no right to ask the child to respect your law unless you respect his law.

The point I am trying to make is that it is not necessary to violate the child's law. At the "snitching bee" everybody agrees to tell on himself—not on the other fellow, but on himself; and then, when everybody has agreed to tell on himself, it is also agreed that the fellow who doesn't keep his word is not on the square, and what one forgets the others remember. It is on the square, you see, and we get at the whole trouble. "How many boys here smoked cigarettes?" One little hand goes up, and then little eyes begin to look around at other fellows and then other hands go up, sometimes. "Where did you get them?" Down goes

the name of the man. "How many went into saloons?" "Who sent you there?"

The next day at four o'clock I hear a lot of feet. Here come fourteen boys. "I thought you said there were only twelve." "Well, Judge, there is a lot more of them, and they said, if you didn't care, they thought they'd like to come, too." Now, my friends, what is all of this? It is an appeal to natural law. They all got interested, and therefore, they all came. They all agreed to cut it out on the square. We have never known a case where there was a return of the trouble. It didn't take a policeman long to bring these boys in. It was all a case of understanding and being understood. The juvenile law and court simply gives you the opportunity to do it.

I was trying a case the other day when a little fellow came up and asked, "The Judge in?" "Yes." "This him?" "Yes. What is your name?" "My name is John. Tom comes down to see you, and he said if I didn't see you, the cop would get me, so I thought I had better come. I tell you, Judge, I will cut it out if you give me another show." "How did you find me?" "Most every kid I see knew the way."

At the end of six years of the Juvenile Court of Denver there have only been three per cent. of probations committed to any institution, and five per cent. of boys who have committed second offenses under the criminal law. It used to be sixty-five per cent. and seventy-five per cent.

These truths we use in the Juvenile Court are the truths and the principles to be used in your home. Sympathy is the divinest quality in the world. But it must not be confused with justification.

The doctrine of the Juvenile Court is to overcome evil with good. We have a report system. Every two weeks the boys come to see me, and I talk to them of good citizenship, to teach this lesson—to do right because it is right, and to love one another.

I believe in trust, trusting a boy and praising him. He wants to help you and please you, if you get at it right. This is true and has been demonstrated. I have had to send a hundred and fifty boys to the reformatory, where a fellow walks two miles in the country and has a guard there with a rifle to shadow him, or to jail, where we have had to send some young fellows between eighteen and twenty. We have jurisdiction of all minors. They are tried as delinquents under sixteen. We have taken the shackles off some of them. The dangerous fellows we have taken the shackles off by trusting them. Every one has gone straight to these institutions without any officers. There were two or three little fellows, eleven or twelve years, who were considered abnormal. One said he could not go thru his old stamping-ground. The two others were considered defective, not dangerous. And, in order to prove we were right, we sent them, and they did not go; but we did not lose a prisoner out of one hundred and fifty.

A boy came into my court the day before I left—a strong, vigorous, splendid boy. He was brought in crying to the court, nearly scared to death. The officer said, "He is the worst liar you ever saw." When we got him started right, he told the truth; and out of the five thousand children we have never known a single case where we did not get the truth. Three months afterward he came in, smiling. "Judge, I am in trouble again. I've been getting on the car down at the Mining Exchange, and am losing now fifty cents a day because they got a new policeman who won't let me jump the cars." "You must not jump the cars." "Other policemen and me never had any trouble down there. This is one of these guys who thinks he owns the town."

"What can I do about it?" He leaned over the desk, and whispered, "Give me an injunction against that cop, and I'll fix him." I had heard of other people asking for injunctions, why not a boy? He had a right same as others. "If there is no law, I will give you an injunction." I wrote a kindly note on an injunction writ to the "fly guy" on the beat, saying: "This is a friend of mine. If there is no regulation, I would appreciate it if you let him get on the car." Shortly afterward the boy came back. I asked how the injunction worked. "It worked fine. He like to dropped dead when he read it. He is trying to be my friend now. He thinks I got a pull with the court, but I don't think I'll let him in."

Some people have doubted that thing. That boy is a splendid citizen of Denver to-day. My friends, his brother is, or was until recently, in San Quentin prison in California.

Speaking of California, I am reminded of another boy who came from there two weeks ago, a young fellow about eighteen or nineteen, coming from San Francisco to Denver, and the first place he came to was the place he was six years ago. In those days I had not learned much. I had sent him to jail. I went over to the jail and went down the long corridors, and came to the cage where this boy was. That was before we had a detention school. I don't put them in jail any more. I thought how desolate it was to find that boy behind bars. I picked him up in my arms. His hair was wet and matted with his own tears, and he awoke frightened and startled. I said: "Harry, if I let you go again, and you go and steal things again, don't you know that I will get in trouble? They will say, 'We better get a better judge,' and, if I stay with you, you must stay with me." An appeal to loyalty is a successful appeal. It is one of the noblest attributes of the human heart. I make these boys understand that, when they get in trouble, I get in trouble, because we all work together. We cannot succeed without their help. They must work for me if I work for them. This seemed to take hold of that boy. Two years afterward, when they were going to San Francisco, the boy's mother came to me. She came in to tell me good-by. She was a poor working woman. I had met her in the Brown Palace Hotel, scrubbing the tiles. She came up, and said: "Judge, I cannot tell you how much good it is doing Harry. He reports to you every two weeks. He says you know about it in ten minutes if he isn't at school, and he don't want to displease you. You could not hire that boy to stay out of school." She said, "I asked Harry one day how it was he got so good for you and would not be good for the policeman. He said: 'Well, ma, you see it is dis way. If I gets bad, the Judge he lose his job, and he is my friend.'"

We stay with the children—the boys and girls. We teach them to stay with us thru the law of love.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 36th year. Subscription price, \$2.50 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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International Justice vs. "The Splendors of War."

Protest against the Diversion of the Jamestown Exposition to the Service of Militarism,—by Hon. Carroll D. Wright, Edwin D. Mead, Rev. Edward Everett Hale, Cardinal Gibbons, John Mitchell, Miss Jane Addams, Miss M. Carey Thomas, William Couper, Prof. James H. Dillard, Joseph Lee, J. Howard McFarland, Frederic Allen Whiting, Prof. C. M. Woodward, Prof. Charles Zueblin, and Other Members of the Exposition's Advisory Board.

The extravagant militarism of the program of the coming Jamestown Exposition, as developed and disclosed during the last few months, is a profound shock to a great body of the American people. In one of the issues of the official organ of the Exposition there is published conspicuously a list of the "attractions" of the coming Exposition. There are thirty-eight items in the list, and eighteen of these are as follows:

- Greatest military spectacle the world has ever seen.
- Grandest naval rendezvous in history.
- International races by submarine warships.
- Magnificent pyrotechnic reproduction of war scenes.
- Reproduction of the famous battle between the *Monitor* and *Merrimac* at the place where that battle was fought.
- Great museum of war relics from all nations and all ages.
- Greatest gathering of warships in the history of the world.
- Prize drills by the finest soldiers of all nations and by picked regiments of United States and State troops.
- Races of military airships of different nations.
- The largest military parade ground in the world.
- Contests of skill between soldiers and sailors of different nations.
- Daily inspection of warships in the harbor and troops in camp.
- The greatest military and naval parade ever witnessed.
- More naval and military bands than were ever assembled in time of peace.
- Greatest array of gorgeous military uniforms of all nations ever seen in any country.
- More members of royalty of different countries than ever assembled in peace or war.
- The grandest military and naval celebration ever attempted in any age by any nation.
- A great living picture of war with all of its enticing splendors.

We believe that the knowledge of this program, of which this is one of the many statements in the Exposition's journal and bulletins in these months, has come to three-quarters of the American people as a great surprise. It is a program utterly different from that given when the plan of the Jamestown Exposition was first submitted to the public, when a large body of men and women whom we honor were, with ourselves, invited to a place upon its Advisory Board, and when the various States were asked for and granted large financial support, to insure its success. That an international naval and military celebration was to have conspicuous place in the Exposition's program, as provided for by Congress in granting aid for that purpose in 1905, was well known, and was conventionally proper, but the purpose to make this great Exposition primarily a naval and military spectacle, to intoxicate the American people for six months by a "great living picture of war with all of its enticing splendors," encouraging the notion that war is a thing of splendor, a pageant and a game, instead of a horror and to-day almost invariably a crime, was not known, was not avowed, and has clearly been a gradually evolving purpose, whose carrying out, as now advertised, can only work immense mischief to the country. We solemnly protest against it.

As late as June the intended character of the Exposition was described in the official organ by the statement that the historical occasion which the Exposition commemorates would be "fittingly observed: first, by emphasizing the great historical events that have marked the progress of America from the first settlement; second, by an industrial exhibition primarily of American skill and art; and, third, by an international military, naval, and marine celebration."

Transformation of the Program.

In July the intended scope of the celebration has become: "1. A great international naval and

military assemblage, inaugurated and controlled by the United States Government. 2. An Exposition inaugurated and controlled by the Jamestown Exposition Company," with exhibits of history, art, education, industry, etc. "If Congress shall pass the appropriation bill now pending," this would be the order of things. The Government's original appropriation had been but \$200,000. Before the issue of the August journal the additional appropriation of \$1,500,000 had been made; and some of the uses to which an amount double that of the total original appropriation are to be put are announced as follows:

Building for rendezvous for the soldiers and sailors of the United States Army and Navy and foreign armies and navies at the Exposition, \$75,000. Building for the commissioned officers of the Army and Navy of the United States and of foreign countries, \$50,000. For transportation of United States, State, and foreign troops to and from the Exposition, \$100,000. For reproduction of battle of *Monitor* and *Merrimac* on Hampton Roads, \$10,000. Official entertainment of foreign military and naval officers at Exposition, \$125,000.

Other large sums are appropriated for expenditure by the Secretaries of the War and Navy, and for accommodations chiefly occasioned by the proposed naval and military displays.

We wish to say, quite independent of any general feeling about all this extravagant militarism, that the reproduction on Hampton Roads on such an occasion of one of the tragical battles of our Civil War, as a spectacle to attract and amuse a crowd of careless spectators, is a thing greatly to be deprecated. These are not memories which it is wise to freshen in the minds of our people. We trust the recent intimation that this feature of the program will be abandoned is warranted. This, however, is a comparatively trivial thing. The thing of moment is that the whole general character and proportion of the program for this great Exposition have undergone a thoro transformation, from a central purpose which was fitting and inspiring to a dominant end which is not fitting and is a menace to the true interest of the republic.

Primarily Military and Naval.

In July, as in June, "the main idea is historical" still, but with hints at readjustment. In August the first two items of the summary of the "Jamestown Exposition in Brief" are: "Official name: Jamestown Ter-Centennial Exposition. Character: Military, naval, marine, and historic exhibition." Militarism is now distinctly and avowedly at the front; and in September we find sanctioned on the first page of the official journal the frank declaration: "The Exposition will be primarily a military and naval celebration, commercialism being relegated to the rear, but certain industrial features will play an important part in showing the progress of art, science, and the great inventions and improved methods of the present." In this slight upon commerce it seems to be forgotten that it was precisely as a step in English commercial expansion that the Jamestown settlement was conceived and has significance. To this complexion it has come at last; and we may be grateful for the supplementary assurance that industry also will not be relegated to the rear in this "commemoration of the first step in the building of the American Union," and that guns and gunboats, while assigned the primacy, are not given a monopoly, as exponents of American aims and achievements in these three hundred years.

"The Jamestown Exposition will be a continuous and varying scene of martial splendor from beginning to end," we are informed in the official journal. "Every branch of the United States Army will be represented, the whole force to act as the military hosts of the foreign troops." In addition to these forces, "which alone would make a display unequalled," great bodies of State troops are to be brought from all parts of the country to encamp and parade in the Exposition grounds. For the first time in an American Exposition "the policing will be by United States soldiers." The presence of foreign troops, hitherto forbidden in the republic, will be a marked and exciting feature. "The United States has never hitherto permitted armed companies of foreign soldiery to visit this country. Consequently, for the first time Americans will see an international encampment, and the size of this one may be imagined when we realize that almost every foreign country will send one of its crack regiments."

The Army and Navy Exhibits.

The exhibits of the War and Navy Departments will be "extremely comprehensive." The first "will run the gamut from the 2,400-pound cast-iron projectiles" down, with all "the various styles of machine guns" and "cartridge-making machines in operation"; and the naval museum will show models of battleships and cruisers galore, samples of the "big guns," and even a model dry dock in which "a miniature war vessel will be docked and undocked each day." There will be decorative pictures of famous naval battles—not by Verestchagin; "and each day there will be given a lecture, illustrated by moving pictures, which show the details of ship life at sea and in harbor,"—doubtless of the same character as the stereopticon lectures on naval "splendors" just arranged by the naval authorities in various cities of the country, to attract recruits. Indeed, the gorgeous placards concerning the Exposition now sent broadcast for our shops and railway stations, with their exciting pictures of a "sham battle" and "battleships endeavoring to force a landing," seem so expressly suited to recruiting purposes that it is with something of a surprise that one discovers their printed claim to service in "celebrating the birth of the American nation"; as with ease the casual reader might mistake some issues of the official Jamestown Magazine for an illustrated army and navy journal.

The naval museum is merely "complementary to the fleets in the harbor." "The naval and military displays and Exposition buildings will represent a money value of more than \$300,000,000,"—of which less than three per cent. will represent what is not naval and military. "Never in the history of this or any country," we are assured, "has there been such a concourse of fighting vessels as will be assembled in the Roads next year." It will be "the most colossal aggregation of fighting strength that has ever been gathered in one spot," exemplifying the highest combination of the arts "with the single purpose of destruction." "Any one of the great battleships that will lie there will carry in its bosom annihilating force that could create far greater devastation within range of its guns or torpedoes than the San Francisco earthquake." The great British delegation will be led by the new *Dreadnought*, "able to whip any single battleship afloat, and with few exceptions a match for any three of them"; and the peculiar devil of the American breast, the admiration of bigness and force, is fed to its full with the census of the iron monsters, "the bull dogs of the sea," which are coming from Germany, Turkey, Russia, Brazil, and every quarter of the globe, "to do honor to the natal day of the United States of America."

The Principles of the Fathers.

What would the founders of this same American

republic say to this amazing program? Do we not know well, have we not their solemn word, that it is treason to all for which they labored and aspired? It was precisely to help lead the world away from these baleful old vanities and wrongs that they founded the republic. Jefferson "wished to begin a new era. In a world torn by wars and drowned in blood, he believed that Americans might safely set an example which the Christian world should be led by interest to respect and at length to imitate. He would not consent to build up a new nationality merely to create more armies and navies, to perpetuate the crimes and follies of Europe. Our Government should not be permitted to indulge in the miserable ambitions that made the Old World a hell, and frustrated the hopes of humanity." "Are there no means of coercing injustice," he asked, "more gratifying to our nature than a waste of the blood of thousands and the labor of millions of our fellow-creatures?" He demanded the same rational settlement of differences between nations as between individuals, and looked forward to the supplanting of armies and navies by courts and an international police. "War," he said, "is an instrument entirely inefficient towards redressing wrong. It multiplies instead of indemnifying losses."

It was of a great naval battle that Franklin, in his famous description, makes the visiting angel from above, shocked at the sight, exclaim to his guide, "Blockhead, you undertook to conduct me to the earth, and you have brought me into hell!" "No, sir," is the reply, "this is the earth, and these are men. Devils never treat one another in this cruel manner. They have more sense, and more of what men vainly call humanity." "When will nations learn," asked Franklin, "to settle their disputes without first cutting one another's throats? Abstracted from the inhumanity of it, it is wrong in point of human providence. More has been always expended in wars for trade than the profits of any war can compensate. What vast additions to the comforts of life might mankind have acquired if the money spent in wars had been employed in works of public utility, in doing good instead of doing mischief!" What would Franklin say if, at the very time that we are celebrating the second centennial of his birth, he could come to Hampton Roads, and see that the republic's steps have been turned backward so far that there is to-day being arranged there, and this as a commemoration of the advent of the English race in the New World, "the grandest military and naval celebration ever attempted in any age by any nation?"

The Words of Washington.

What were the words of Washington concerning "war with all of its enticing splendors," with whose laudation his country is now invited to celebrate "its natal day"? "My first wish is to see this plague to mankind banished from the earth." He desired to see men "employed in more pleasing and innocent amusements than in preparing and exercising implements for the destruction of mankind." To this pushing of militarism to the primacy and the relegation of industry, science, and commerce to the rear, his rebuking word after the century still rings strong: "It is devoutly to be wished that the manly employment of agriculture and the humanizing benefits of commerce would supersede the waste of war and the rage of conquest, that the wings of your young military men who are soaring after glory might be clipped, and the inhabitants of the world become as one band of brothers striving who should contribute most to the happiness of mankind."

These are the judgments of the founders of the republic concerning "war's enticing splendors."

These will be the republic's judgments so long as it is faithful to their memory and their principles. The words of Washington and Franklin and Jefferson are the words also of their illustrious associates. The program of the "great living picture of war"

at Hampton Roads is the program of our recreancy; and its fitting climax is the boast that the pageant will be witnessed by "more members of royalty than ever before assembled."

[To be concluded next week.]

Letters.

Industrial Education of Girls.

I have read with much interest the views of Mr. Donnelley as presented in THE SCHOOL JOURNAL of December 8, in reference to the education of girls. I quite agree with the spirit of his contention that the education of girls should involve a training in those lines which keep alive the home-making instinct. In many high schools, girls are discriminated against. If a course in industrial art is offered, it is probably not given credit toward graduation, so that the girl has to do a day's work for the purpose of securing credits, and if she has spare time, she may employ it where her interests lie.

If the school has the domestic arts, and many of them do not, even in cities in which woodworking is provided for boys, then probably the girl must do her work in household arts without receiving credit. The result, of course, is bad for the character of the work which is done in these schools and tremendously bad for the girl who is thus deprived of a fair opportunity to equip herself at the point of greatest need.

We are building a new technical high school in which we are planning to give girls an opportunity to take courses in design and in the applied arts, in sewing, dressmaking, cooking, and household arts in general, the aim being to stimulate the home-making instincts and to give a training that will exalt these types of work. Indeed, I think Mr. Donnelley has stated the case fairly.

In the high schools of this city up to the present time, boys are provided with manual training courses, which are credited as one study, the remaining three being academic subjects. Of course, in the manual training, because there is little outside preparation, the student is required to devote double periods for a credit. While this is true with reference to the provision for boys, no form of domestic or household work is provided for the girls. We have art courses in the high schools, but these are elective and are not given credit toward graduation. We are, however, at the present time, providing a substantial course in industrial arts, not "elective" but worthy of credit, and to girls electing this study, it would count as any other subject in the course. This is the first definite equitable provision for the special training of girls in our high schools. I enclose herewith a copy of our new course in industrial arts that is just being installed in the schools.

W. H. ELSON.
Supt. of Schools.

Cleveland, Ohio.

Rhodes Scholars at Oxford.

Before sailing I wish to correct a statement attributed to me in the press that the Rhodes scholars have not been successful. I remarked incidentally that only a few of the American or colonial students could expect to get a first in the classical honor school (the special distinction of scholarship at Oxford, since very few had had the thoro training in Greek essential to success in this school. This, I understand, was reported, as that very few of the Rhodes scholars would be able to graduate.

The last report of Dr. Parkin shows that they have done remarkably well in the examinations. I am able from personal observation to bear testimony to the favorable impression they have made and the universal feeling of satisfaction among the men themselves. The \$1,500 a year is ample to

meet all reasonable expenses. Of course, a man cannot keep a hunter or a motor, but he can live a comfortable and most delightful life. I would like to call attention to the fact that a Rhodes scholar who has taken honors at home may begin at once post-graduate work leading to a research degree. The terms are short, and he is able to spend four or five months of each year in France or Germany.

Altogether, the great foundation offers remarkable opportunities to American and colonial students. There is a wholesome, Jeffersonian simplicity about the undergraduate life at Oxford, and a young man is not likely to acquire bad habits. Cecil Rhodes had the vision of a prophet when he planned this great educational campaign. Year by year there will return to this country and to the colonies a group of young men whose training will have strengthened immensely an ideal with which the future of democracy is indissolubly bound—the ideal of that liberty of which Milton writes so nobly, that "real and substantial liberty which is rather to be sought from within than from without, and whose existence depends not so much on the terror of the sword as in sobriety of conduct and integrity of life."

WILLIAM OSLER

On board the *Kaiser Wilhelm II.*, January 8, 1907.

Lincoln's Gettysburg Address.

The Grand Army of the Republic, believing that nothing can inspire or keep alive better the true spirit of patriotism than Lincoln's famous speech on the battlefield of Gettysburg, has prepared a tablet containing the text of the address, which they hope will be placed in every school building and public hall thruout the country.

The following is taken from the circular describing their plan:

Survivors of the Union Army value highly a proper system of patriotic instruction, and in their declining years have been impressed with a sense of duty to extend to the future some standard expression of patriotism. For this purpose there is nothing so fitting as Lincoln's Gettysburg address. No words have invoked a higher and deeper love of country than this brief address of the great war President. Spoken upon a battlefield while yet the war between fellow-countrymen was in progress, it has not one word of bitterness or reproach. It is brief, yet comprehensive and eloquent, and is appropriate to every battlefield of the war for the Union. Therefore it is that this masterpiece of rhetorical art seems best fitted of all utterances to embalm the memory of those who suffered, fought, and died for the preservation of the Union.

With this in view, thru its department of national patriotic instruction, in co-operation with the quartermaster-general, the Grand Army of the Republic has made final arrangements to reproduce in bronze, in tablet form, the complete text of this immortal address, in uniform size, twenty-two by twenty-nine inches. In a wide margin above the text this design includes full-size outlines of the seven corps marks which designate each of the grand divisions of the Union Army arrayed on that field. The individual element recognized in this struggle is preserved by these distinguishing marks, and Lincoln's matchless tribute to service and sacrifice stands as an immortal sequel to valor.

To this end they would invite all patriotic organizations and citizens to join in a systematic effort to place in public schools and in principal buildings in every community in permanent form, Lincoln's immortal tribute to those "who died that the Nation might live."

We hope to see this beautiful and enduring memorial largely adopted for post halls and for public buildings, especially schools. It can also be adapted to serve in place of a cornerstone for the preservation of historical records and other important papers.

Arrangements have been made to furnish these tablets by Charles Burrows, quartermaster general, Grand Army of the Republic. All orders and communications should be sent to him, at Rutherford, N. J.

The tablet is a handsome piece of bronze work.

Notes of New Books

THE IMPERSONATOR, by Mary Imlay Taylor, author of "My Lady Clancarty," etc. A society novel, in which the heroine Mary Lang, by request, takes the place of her friend, May Hadding. May is an art student in Paris and feels unwilling to lose her time by going to Washington to visit an unknown but wealthy aunt, who had ignored her mother as well as herself for a life time, so she persuades Mary Lang to impersonate her. The complications arising from this impersonation form the text of an interesting story, which results, as might be expected, in advantage to Mary Lang, and some surprise to the aunt and May Hadding. The story is worth reading. (Little, Brown & Co., Boston. \$1.50. Cloth, 400 pages.)

H. H. B.

MARS AND ITS MYSTERY. Those who have traveled with Edward S. Morse into his "Japanese Homes" and "Chinese Homes," will be glad to take this flight with him to Mars, and get, perhaps, a glimpse into that mysterious Martian life that has such a puzzling interest for the layman, as well as the scientist.

Mr. Morse tells us that a student familiar with a general knowledge of the heavens, and a fair acquaintance with the surface features of the Earth, with an appreciation of the doctrine of probabilities, and capable of estimating the value of evidence, is as well equipped to examine and discuss the nature of the markings of Mars as the astronomer. That the question of intelligence in other spheres is of perennial interest to everybody, and that question may possibly be settled by an unprejudiced study of our neighboring planet, Mars. That, instead of flouting at every attempt to interpret the various and complicated markings of its surface, we should consider any rational explanation of these enigmas from the postulate that the two spheres, so near together in space cannot be so far apart physically, and as intelligence is broadly modifying the appearance of the surface of the Earth, a similar intelligence may also be marking the face of Mars.

Of the canals, Mr. Morse says that the lines are too straight to be made by any of Nature's forces, but that they were designed for a definite purpose—to take water away from a region where water is found for the purposes of irrigation, and he cites the canals that lead for thousands of miles carrying away the water that comes from the melting ice and snows of the Himalayas.

A comparison is made of the observations and discoveries of Schiaparelli, Lowell, Penotin, and Thollon, and a chapter devoted to his own work at the Lowell Observatory, Flagstaff, Arizona, over seven thousand feet above the sea-level, in an atmosphere of great clarity and steadiness.

There is a chapter devoted to what the Martians might think of us, and the conclusion, that if there is an intelligence in Mars, it must have evolved along the same general lines as on the earth, and, being an older planet, it must have outgrown many of the vagaries and illusions which still hamper man in his progress here. (Little, Brown & Co., Boston. Illustrated. Cloth. \$2.00, net.)

A. H.

Andrew Jackson, that famous old frontiersman and fire-eater of Tennessee, is the leading figure in Opie Read's thrilling new novel, **BY THE ETERNAL**. An adventurous youngster of nineteen—Richard Staggs—sets out from an old field pine log academy in North Carolina, to find his fortune somewhere beyond the hills. He is traveling thru the troublous county of Franklin toward Nashville, and putting up overnight at a rude inn in that wild country, he is rescued from a murderous attack by General Jackson and some men.

Jackson discovers that Richard is the son of an old-time benefactor. Richard becomes his protegee, and is sent to the Davidson Law Academy, in Nashville. On the way, the General tells him of his life-dream to make a scar upon England's brow, to avenge the wrong done to his own people in Ireland. This avenging spirit in the man seizes upon the senses of the youth, who determines to follow Jackson to the frontier of any desperate measure.

Daniel Mahone, an Irishman mellow with humor, and a free-thinker, is Richard's instructor at the Academy. In those days, education was little better than a rhapsody committed to memory.

The Professor is deeply in love with the delicious and capricious widow, Annabella Crenshaw, at whose boarding-house Richard is to stay. He, too, was so bewitched by her that when she passed him the bread at table, he felt that she had already knighted him, and when she smiled he knew he wore a crown. But, seeing how badly she jilts his friend, Mahone, he is cured.

Richard is wounded in a duel, after killing his opponent, Colonel Lismukes. He is removed to the Hermitage, the home of the Jacksons, where he meets Nettie Blakeman, the adopted niece of Mrs. Jackson. She has a radiant harmony of feature and a thicket of blue-black hair, and a nature that is ingeniously playful and lovable. Mr. Read has given us a charming portrayal of a lovely girl of sixteen, unconsciously in love with a delightful youth, tho expecting to marry her

prig of a cousin, Wilbur Page, to keep faith with a promise she made when a child, to her dying mother.

The home-life of the Jacksons is delightfully described: The chivalric tenderness of Jackson for his wife, her devotion to him; the General's library—where there were many pistols, and few books; and Read tells how adroitly Rachel Jackson awakened in her husband an admiration for the Bible, by reading to him about Moses and the war-like leaders, the ram's horn, and David's sling, for he did not care for the soothing music of a Psalm, or to be led by the still waters.

Then follows the famous duel of Jackson with Dickinson.

The story concludes with the appointment of Jackson as Major-general of the Southern division of the army, and the riddling of the very flower of the picked troops of the British at New Orleans by a ragged band of backwoodsmen under Jackson. All the love romances end happily. (Laird & Lee, Chicago.)

A. H.

The important work being done in such cities as New York in preparing foreigners for citizenship by teaching them English, has been greatly hampered by the lack of a proper text-book. To meet this need, Isabel R. Wallach has written a **FIRST BOOK IN ENGLISH FOR FOREIGNERS**. The regular first books in English intended for children born to the language are entirely inadequate. The foreigner requires very much the same simplicity in word forms, to begin with, as the child, but needs also words which will be of the greatest use to him in general intercourse, and while the child needs very little drill in the idiom, this point is one of the most important in teaching English to a foreigner. The principle of impressing a new word by an illustration, so common in first books in reading, is made extensive use of in the present volume, but with entirely different application; the doll and ball are replaced by the street car, policeman, and the like. In the presentation of the subject special emphasis has been laid upon conversational forms, and information which should prove useful to a newcomer to the country has been introduced thruout the book.

Mrs. Wallach shows a clear understanding of the difficulties to be overcome, and has met these difficulties in the simplest and most direct manner. (Silver, Burdett & Co., New York. 42 cents.)

There is a growing realization among educators that arithmetic in schools can be made as valuable as an introduction to higher mathematics, while illustrating the practical commercial uses which it serves, as when taught in a purely theoretical manner and without application to business operations. John H. Moore and George W. Miner, of the Commercial Departments of the Charlestown High School, Boston, and the high school of Westfield, Mass., respectively, have written a **PRACTICAL BUSINESS ARITHMETIC** which, altho intended primarily for use in commercial schools and commercial departments of high schools, might be used with profit, at least for supplementary work, in regular school courses. The authors have placed emphasis on fundamental operations rather than on definition, and theory. Exercises are constantly used in the introduction and development of each topic, and accuracy is insisted upon. The problems given are such as are met in actual business, and frequently are given the form of business documents or transactions. There are reproductions of these documents with concise explanations of their purpose and use. The use of mechanical devices and calculatory tables is carefully explained. The book contains a clear exposition of all the principal applications of arithmetic in the business world. It is carefully graded, direct and simple in its methods. (Ginn & Co., Boston.)

Received During the Week.

Myers, Philip Van Ness.—A Short History of Ancient Times. Ginn & Co. \$1.25.

Myers, Philip Van Ness.—A Short Story of Medieval and Modern Times. Ginn & Co. \$1.30.

Perkins, Lucy Fitch.—The Goose Girl.—A. C. McClurg & Co. Stafford, A. O.—Animal Fables. American Book Co. 30 cents.

New York State Library—Eighty-seventh Annual Report, including Home Education the Library School, 1904.

New York State Library—Home Education Department—Bulletin 45, New York State Library School—Circular of Information, 1906-07.

New York State Library—Bulletin 108, Digest of Governors' Messages, 1906.

New York State Education Department—Secondary Education, Bulletin 33, Twenty-first Annual Conference of Associated Academic Principals, December, 1905.

Ginn & Company, Text-Book Bulletin for Schools and Colleges.

Hood's Sarsaparilla cures radically—that is, it removes the root of disease. That's better than lopping the branches.

The Educational Outlook.

The committee on high schools, of Pittsburg's Central Board of Education has fixed the sum needed for these schools during the next year at \$36,480. This is \$3,500 less than was used for the high schools in 1906.

Retiring professors of the University of Chicago are debarred from the benefits of the \$10,000,000 Carnegie pension fund, by the non-denominational clause in the provisions for its administration. They are not, however, to be losers on this account. John D. Rockefeller, it is announced, will add \$3,000,000 to his former donations, for the purpose of establishing a retirement fund for superannuated professors of the University.

Mr. William H. Neidlinger, whose election to the Board of Education of Orange, N. J., was contested by his opponent, Daniel C. Hutcheon, has finally been seated as a member of the Board. A decision was rendered by Judge Adams, of Newark.

Supt. Elson Remembered.

President F. H. Haserot, of the Cleveland Board of Education, in his annual report has recommended an increase of \$1,000 in the salary of City Superintendent W. H. Elson. The Board will take action upon the matter shortly.

The annual reports show the Cleveland schools to be in a prosperous condition. Director Orr's report showed that the year closed with cash balances in every fund. The balance in the tuition fund exceeds the estimate made May 1 for this time by \$229,798 and the contingent fund shows cash to the amount of \$17,082.55 with outstanding orders of \$28,431.40. The administration began its term two years ago with an overdraft of about \$20,000 in the contingent fund, which has been reduced to \$11,348.85 and promises to be entirely eliminated in the next year.

It was recommended that the annual fee of \$3.50 for manual training be abolished in order to secure larger attendance for the industrial courses.

Improvement Wanted in Connecticut.

Educators, and those of the teachers of Connecticut really interested in their professional work are looking to the Legislature now in session for radical measures in school matters. There is a feeling that the teachers in the rural schools especially, are far below the standard which should be maintained. Among the causes for the present low standard of efficiency are lack of proper compensation, and the influence of local politics.

Another reason given for the unsatisfactory conditions prevailing, at least outside of the cities and larger towns, is the failure of school authorities to employ the graduates of the normal schools, often keeping in their places teachers who have some personal or political hold upon them. That opposition will be offered by men of this kind may be judged from a letter of a school visitor in one of the smaller towns in which he stated that the "core" of teachers was entirely satisfactory.

However, the State Board of Education, State Teachers' Association, and Association of Collegiate Alumnae, are deeply interested and will make every effort to influence the State lawmakers to take up the matter seriously and seek an adequate remedy.

It has been suggested that some arrangement with Yale, Wesleyan, or Trinity might be made, whereby these

institutions could be brought into helpful relations with public schools of the State.

California's Independence.

Governor Pardee, in his annual message, has stated clearly California's position with regard to any interference from without in the management of her schools. He says:

"Until the courts of this country shall have declared that California has no right to do so, this State reserves to itself the right and privilege to conduct under the law, State, national, and treaty, its schools in such a manner as seems best to us; and this without the slightest disrespect toward the Government of the United States or the subjects of any foreign nation."

Council of Manual Supervisors.

The sixth annual meeting of the Council of Supervisors of Manual Arts will take place in Providence, R. I., on January 25 and 26. The sessions will be held in the Classical High School.

The work in manual arts done in the Providence public schools will be on exhibition for the inspection of the visitors.

Solon P. Davis, of Hartford, Conn., is president of the Association, and Edward D. Griswold, of 296 Woodworth Avenue, Yonkers, New York, is secretary.

Pennsylvania Superintendents.

The City and Borough Superintendents from all parts of Pennsylvania are to convene at Harrisburg on February 5 and 6. Superintendents Brumbaugh of Philadelphia, Andrews of Pittsburg, Robbins of Bethlehem, and Phillips of Scranton, are on the list of speakers.

The officers of the Association are: President, Supt. J. B. Richey, McKeesport; Vice-president, Supt. H. H. Spayd, Minersville; Secretary, Supt. C. F. Hoban, Dunmore; Treasurer, Ira Shipman, Sunbury.

This is the seventeenth annual meeting of the Convention.

The William H. Baldwin Prize.

The National Municipal League, of which Charles J. Bonaparte is president, has established an annual prize of \$100 for essays on topics connected with municipal government. The prize is known as the William H. Baldwin Prize.

Competition is open to all undergraduate students in any college or university in the United States offering distinct instruction in municipal government. Papers must not exceed 10,000 words in length, and must be sent to the Chairman of the Committee of Judges, care of Clinton R. Woodruff, North American Building, Philadelphia, Pa., before March 15, 1907. All papers must be signed with a "nom-de-plume," and must be accompanied by a sealed envelope containing full name, address, class, and college, corresponding to such "nom-de-plume."

The subject for this year's essay is "The Relation of the Municipality to the Water Supply," and those entering the competition are expected to treat the following subdivisions:

1. When the water supply is furnished by private enterprises.

(a) Conditions of franchise. (b) Capitalization and finance of water company. (c) Control of municipal authorities. (d) Consumption and use of meters. (e) Condition of supply and its relation to public health. (f) Plans for improvement of the supply.

2. When the water supply is furnished by public authority—municipal water works.

(a) History of establishment. (b) Adequacy of supply. (c) Charge to consumers. (d) Consumption. (e) Relation of water supply to public health. (f) Present conditions of the works. (g) Profit. (h) Plans for improvement.

Salaries in Delaware.

Mr. A. R. Spaid, superintendent of public schools in New Castle County, Del., opens his report to the State Board of Education in the following manner:

The time has come for action. In this and other States there is a dearth of teachers. I know of but one remedy and that is better salaries. The salary question is the most important subject for our consideration.

The average salary is only \$39.60 per month, including principals.

Now that it is imperative that something must be done, I wish to call your attention to the following suggestions and recommendations: (1) A minimum salary of \$40 per month for teachers; (2) a new basis for the distribution of the State school funds; (3) a different method for collecting school taxes; (4) the consolidation of schools; (5) a graded system for the schools of each county; (6) an effective compulsory school law; (7) the establishment of a normal department in connection with Delaware College; (8) effective county supervision.

If teaching is to rise to a profession it must be self-respecting by being self-supporting. The State cannot do without the teacher, because the public schools are the most important of all enterprises under its supervision. But we have reached the limit under present conditions.

Mr. Lynch Honored.

Prof. William H. Lynch, of the Cabool (Mo.) High School, has been elected president of the new Ozark Teachers' Association of Missouri. At a recent meeting of the old Tri-county Teachers' Association, which has so far outgrown its name as to include teachers from eight counties, reorganized as the Ozark Teachers' Association.

In addition to the work of reorganization and incidental business, there were a number of addresses and discussions. Among the speakers were E. J. Knight, A. C. Bowman, N. R. England, Sarah Gaskell, Lena Durbrough, and C. H. McClure. Two papers of particular interest were John Boyd's "What the Rural Schools Need," and C. H. Simmons' "What the Small High School Most Needs."

The next meeting is scheduled for January 26, at Cabool, and will be presided over by the new president.

Seize Coal for Schools.

San Francisco has been suffering from the coldest weather that has been known in that part of the country for years. On top of this comes a coal famine. As a result three of the public schools had to be closed. The Western Fuel Company claims that it is impossible for it to deliver the coal which is coming from British Columbia, Australia, and even Japan. The San Francisco Board of Education had contracted with a retail dealer to supply the schools. The dealer is unable to get his contract with the Western Fuel Company carried out. The Board has therefore asked the police department to detail twenty men to accompany wagons which they will send to the coal yards to take the coal which they need for the schools. The Chief of Police has promised his aid.

In and About New York City.

The examinations recently held for license as principal in elementary schools in New York were passed by seventy-nine of the applicants. The highest averages obtained were:

Israel E. Goldwasser, 89.25; Angelo S. Pearl, 86; Louis Marks, 85; John E. Wade, 84.75; William F. Kurz, 84.667.

Mr. Andrew Carnegie has sent his check for \$1,000 to the Public Schools Athletic League of New York. Mr. Carnegie has been impressed with the League's work in fostering the right kind of athletic competition and rivalry, and has sought in this way to express his appreciation. The fact that 30,000 boys had competed last year for the bronze buttons offered by the League for individuals who broke their own previous records, greatly pleased Mr. Carnegie.

Mayor McClellan, in his annual message, has recommended the consolidation of the New York Training School for Teachers and the Normal College. The idea is by no means new; it has met with strong support and violent opposition. The Mayor's action will, however, bring the question before the Board of Education's committee on high and training schools for special consideration. The Executive Committee of the Normal College will, probably, also take some action upon the recommendation.

Mr. J. B. Hughes, and Mr. A. W. Lane, both of the Mosely Commission, and both teachers in Nottingham, England, spoke at the recent monthly dinner of the Brooklyn Teachers Association, held at the Lincoln Club. Mr. Lane spoke of primary instruction in England, and Mr. Hughes of work in secondary education. Both expressed admiration at the magnificence of American schools, and surprise at the interest shown by pupils in their studies.

Doctors of Pedagogy.

The speakers for the annual dinner of the Doctors of Pedagogy, which takes place at the Murray Hill Hotel on January 26, have been announced as follows:

Dr. Henry M. McCracken, of New York University; Dr. Thomas M. Balliet, Dean of the School of Pedagogy of New York University; Miss Harriet M. Mills, of the Froebel Kindergarten; Dr. Frank Rollins, Principal of the Stuyvesant Square High School; Dr. James P. Haney, Director of Manual Arts of the New York City schools; Dr. Henry M. Leipziger, Supervisor of Lectures, New York, and Prof. George M. Whicher, of the Normal College of New York.

Miss Jennie B. Merrill, Director of Kindergartens in New York, is president of the Society and will act as toastmaster. In speaking of the dinner Miss Merrill said:

"The Directors make it a point to emphasize some phase of education which is uppermost at the time. In view of the recent public meeting of the Society for the Promotion of Industrial Education it seemed best to continue the agitation of this important subject, especially in relation to high and elementary schools."

All the speakers are expected to speak on some topic of the general subject—Industrial Education.

W. R. Whitehead, M. D., of Denver, Col., tells us that he used antikamnia tablets, for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.—The Chicago Medical Clinic.

Dr. Haney is chairman of the Committee on Publications of the Society for the Promotion of Industrial Education, and will tell his fellow-pedagogs of the work which the Society is undertaking. His specific subject will be "Vocational Education."

The Fight for Equal Pay.

The meeting of the Interborough Women Teachers' Association on January 5, which it was feared would be taken up by a contest over the legality of the December election was more harmonious than had been expected.

At the opening of the meeting it looked as tho the cause for which the Association is striving—equal pay—might be seriously endangered by those who sought to unseat the president. A report, however, from the Executive Committee on schedules, brought the teachers back to the real object of the organization.

The chairman of the Committee, Miss Grace Strachn, told the members that a final schedule was not ready, as it was necessary to prepare one that so far as possible would eliminate the injustices suffered under the present system, and at the same time recommend itself to those who must finally pass upon it.

The substance of the report upon the schedule which the Committee is considering is as follows:

There should be higher salaries and larger annual increases for teachers of classes below the fourth year. In these classes there are no men teachers, and, therefore, there was no difference in salary of teachers doing the same work.

In the fourth, fifth, and sixth years, where both men and women were teaching, the salary schedule for both men and women should begin at \$900 and increase at the rate of \$105 or more a year. This was for teachers of boys' classes. It was generally recognized that there was a distinction in the work of teaching boys' classes and in taking charge of classes of girls. The Committee felt that the teachers' of girls' classes should be paid about \$120 less than teachers of boys' classes.

In the seventh and eighth years there should be equal salaries for men and women, and the distinction in salaries of men and women should be dropped in high schools and for heads of departments.

Teachers in model schools should be paid \$100 more than the teachers in the same grades in regular schools. No salary should be allowed to remain at \$600. The report was adopted.

The Executive Committee was increased to fifty. As now composed, the boroughs are represented in the Committee as follows: Manhattan, 16; Brooklyn, 19; Bronx, 5; Queens, 8; Richmond, 1, and one from the city at large. The treasurer reported a balance of over \$2,000.

Can Any Association Beat This Record?

The Teachers' Association of Brooklyn is justly proud of the showing it can make in membership as well as in the various activities in which it is engaged. A report of the committee on new membership at a recent meeting of the Executive Committee showed a gain of 357 over the same month a year ago. This makes a total membership of 4,497, of whom but 170 are associate members.

In over sixty schools every teacher is a member of the Association. This must be very nearly a record for teachers' associations, and speaks well for the work of the various committees and high efficiency of the officers of the Association.

Salary Advance for School Employees.

When the New York Board of Education met on December 26, the Christmas spirit had evidently been at work, for \$125,000 was voted for increase of salaries. Of this sum, \$86,850 went to put the salaries of janitors in the boroughs of Brooklyn, Queens, and Richmond on the same basis with those of the men holding similar positions in Manhattan. For three years past the janitors in these boroughs have complained of the fact that their salaries were twenty per cent. lower. It was in answer to this complaint that the advance was voted. Others who were benefited by the Board's action were the deputy superintendents of school buildings, employees of the truant schools, and employees in various departments of the Board.

Deputy Superintendents Robinson, of Manhattan, Ross, of Brooklyn, and Collins, of Queens, were increased from \$4,000 to \$5,000; Morgan, of the Bronx, from \$3,000 to \$3,500, and Brick, of Richmond, from \$2,100 to \$3,000.

Winter Lecture Courses.

A new evening lecture course, which had its opening meeting on January 8, at the Wadleigh High School, One Hundred and Fifteenth Street and Seventh Avenue, is devoted to "Sound and Music." The lecturer is E. R. Von Nardoff.

A series of lectures on "Light and Color" is being given on Saturdays at St. Bartholomew's Lyceum Hall, 205 East Forty-Second Street, by the same lecturer.

Beginning on Tuesday, January 22, Dr. William E. Griffis will give a course of six lectures on "The Evolution of the Dutch Nation," at Institute Hall, 218 East One Hundred and Sixth Street.

The department of lectures has made arrangements whereby the public library branches thruout the city will keep posted lists of reference books on subjects treated in lectures given in the locality of the library.

"The Wagner Music Dramas" will be the subject of lectures given on Thursday evenings, at Public School No. 62, Hester and Essex Streets, by Thomas Whitney Syrette, and eight analytical piano recitals are to be given by Dr. Henry G. Hanchett, at the DeWitt Clinton High School.

Polish Schools.

A meeting was held recently in Everett Hall, New York, to greet three delegates from a Polish organization, Macierz Szkolna, (Mother of Schools), which has been founded in Warsaw. Its purpose is the organization of Polish schools. Thus far more than 1,800 schools have been founded in this manner.

The delegates, the Rev. John Gralowski, a representative of Warsaw in Russia's first State Douma; Dr. A. Kowalski, and L. Wlodek, have visited the schools of the principal American cities.

Eruptions

The only way to get rid of pimples and other eruptions is to cleanse the blood, improve the digestion, stimulate the kidneys, liver and skin. The medicine to take is Hood's Sarsaparilla Which has cured thousands.

Mrs. Deland a Teacher.

It will be a surprise to many to know that Margaret Deland, who has delighted thousands with descriptions of life in "Old Chester," was once a member of New York's teaching force. She taught drawing in the Normal College. A recent number of *Publishers' Weekly* says:

"Like Thackeray, Mrs. Margaret Deland began her career as an artist, instead of as an author. After receiving her education at one of the best of girls' schools, she—then Margaret Campbell—went to New York City and studied drawing and designing at the Cooper Institute. She graduated at the head of her class, and her ability was so marked that she was promptly asked to take the place of instructor in design at the Girls' Normal College in the same city. She accepted the offer, and it was while holding this position that she met her future husband, Lorin F. Deland. They were married in 1880, and since then their home has been in Boston. Her real name is "Margaretta Wade Deland," but she prefers to sign her work simply 'Margaret Deland.'"

Recent Deaths.

The death of Martin H. Ray removed a figure long prominently connected with the schools of New York City. For more than forty years Mr. Ray had taught in Public School No. 51, and for most of the time had been principal of the school. Two years ago he retired from active work. Mr. Ray was a native of Bloomingdale, N. Y., and was a graduate of the City College. A movement has been started by the former pupils of the school of which he was so long principal, to place a memorial tablet on the walls of the building.

Miss Nancy E. Campbell, who has just died at the age of eighty years, was one of the first to be interested in the education of Chinese and Japanese in our cities. About fifty years ago she moved to Brooklyn and commenced her work with the large Chinese colony in that city. In 1888 she founded the Chinese Mission at 280 Fulton Street.

Japanese boys, as well as Chinese, were admitted to the school and mission, and many of these lads have since risen to prominence in the government of their country.

Miss Campbell was a direct lineal descendant of the first Duke of Argyll.

Mr. Lemuel S. Tetwin, who for forty years occupied the chair of English literature in Western Reserve University, died last week at his home in Cleveland. Professor Tetwin retired from active duties a year ago. He was seventy-five years old.

Prof. George W. Clarke died on January 5 at Wilkesburg, Pa., at the age of eighty-four years.

Dr. Clarke was for forty-eight years connected with the faculty of Mt. Union College, Alliance, Ohio. For twenty years he was treasurer of the College, later its vice-president, and for a short period, president. He was the founder of the large museum of the College. He was a life-long friend of President McKinley, and known widely as an educator of high ideals.

Dr. Clarke was a native of Summit County, Ohio.

The death of Ernest Howard Crosby, in Baltimore, a few days ago, has removed from public life an interesting character and high-minded citizen.

Mr. Crosby was born in New York in

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Teachers of elementary classes will do well to give the book a thorough trial. Prof. H. C. BOLTON in the London Chemical News.

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1856, was graduated from New York University in 1876, and two years later from the Columbia Law School. In 1887 he succeeded Theodore Roosevelt as representative in the State Assembly. President Harrison appointed him a judge of the International Court at Alexandria, Egypt. He resigned this position in 1894, and on his way home visited Tolstoy. The friendship then formed resulted in Tolstoy's publication of "Resurrection," and in Mr. Crosby's two books, "Tolstoy and His Message" and "Tolstoy as a Schoolmaster."

Mr. Crosby was prominently identified with such organizations as the Social Reform Club, and the New York committee of "Friends of Russian Freedom."

Janus.

The poet makes January say: "Janus am I, oldest of potentates." Why not make this month say: Patron am I of Rheumatism, which I make more painful; of Catarrh, which I make more annoying; of Scrofula, which I develop with all its sores, inflammations, and eruptions?

Hood's Sarsaparilla can be relied upon to cure these diseases, radically and permanently, and so there is no good excuse for suffering from them.

Continuous Sessions Asked For.

The State Normal Board of Minnesota is planning to petition the Legislature for a continuous session at the State Normal Schools. The request is to be based on the tabulated statistics of the summer session at these schools, as prepared by the secretary of the Board, Frank A. Weld.

The report shows, in the first place, that the attendance at the summer session of a given normal generally equals, and in some cases even exceeds, the attendance at its regular sessions. The total attendance is given as 2,193, distributed as follows: Winona, 450; Mankato, 652; St. Cloud, 575; Moorhead, 378; Duluth, 138.

This implies a remarkable growth of the summer session at the normals. Mankato, for instance, which had the largest enrollment at the summer session just past, had in 1904 only 160 in its summer session, as compared with 409 in its regular sessions. The inference is that students and teachers have come rapidly to recognize the benefits of the summer session.

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It is a solid cake of scouring soap.



Colorado Teachers.

The Colorado Teachers' Association, which convened at Denver during the holidays, reports growth and progress along the various lines of activities in which its members are interested. Colorado, with a total population not exceeding many of the larger cities of the country, boasts of an organization of teachers numbering nearly two thousand.

The Association's meetings were divided, as is usual, into general and sectional meetings, in all of which was apparent a general earnestness and enthusiasm. The first of the general meetings was addressed by Dr. George E. Vincent, of Chicago University. Dr. Vincent also made two other addresses during the convention, to crowded audiences.

Dr. Buchtel, President of Denver University, and now Governor of the State, won round after round of applause by the announcement of two bills which he has in preparation, one for teachers' pensions, and the other increasing their salaries.

Katherine L. Craig, State Superintendent of Instruction, told of the long and successful fight which women are waging to gain their proper influence in affairs of State and nation.

Director W. M. R. French, of the Art Institute of Chicago, gave two entertaining and amusing addresses, one on the "Wit and Wisdom of the Crayon," and the other on "The Value of a Line," with rapid sketches illustrating his remarks.

Sarah Louise Arnold, of Boston, also spoke twice. Her subjects were "Jane and Her Teachers," and "School and Afterwards."

A somewhat less formal part of the program was the story hour, conducted on Friday afternoon by Miss Louise Wood, of Minneapolis. The principal social feature of the week was the reception tendered to the visitors by the Denver Teachers' Club, at the Hotel Albany.

Religious Educational Association Meeting.

The Religious Educational Association which meets in Rochester, N. Y., February 5 to 7, will be addressed by a splendid list of speakers representing many denominations, but all seeking, as their official statement puts it:

"To inspire the educational forces of our country with the religious ideal; and to keep before the public mind the ideal of religious education, and the sense of its need and value."

Those who have already consented to speak include: Dr. William Douglass Mackenzie, president of Hartford Theological Seminary; President Schurman, of Cornell; Dean George Hodges, of Cambridge Episcopal Theological School; Rev. J. A. MacDonald, editor of the *Toronto Globe*; Dr. Samuel A. Eliot, President of the American Unitarian Association, and son of President Eliot, of Harvard; President Rush Rhees, of the University of Rochester; Prof. Walter Rauschenbusch, of Rochester Theological Seminary; Luther H. Gulick, of the Department of Education, New York; Dr. J. Richard Street, Commissioner of Education, Syracuse; Prof. George E. Dawson, of Hartford School of Religious Pedagogy; Pres. F. S. Luther, of Trinity College; George H. Ehler, Director of Physical Work in Cleveland public schools; Prof. George Albert Coe, of Northwestern University; Rev. Dr. George Whitfield Mead, of Pittsburg, Pa.; Rev. Dr. Thomas C. Hall, of New York.

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